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ABSTRACT

Results of a 1984 needs survey for 11,540 students at 16 campuses of The California State University (CSU) are presented, along with comparisons to a 1981 survey. Information is included on student characteristics, life and educational goals, levels of satisfaction with campus academic and social experiences; and obstacles to student retention. Variations in findings by age, ethnicity, and sex are also reported. Findings include: about 58 percent of students were from families whose household head held an upper-middle status occupation; 42 percent had fathers or household heads with a bachelor's degree or higher, while 76 percent of the Chicano respondents had fathers/heads with only a grade school or high school background; intellectual, social, and aesthetic values dominated the choice of general life goals, while career considerations were dominant among specific educational goals; academic issues related to the quality of instruction, courses, and faculty were most important to students in achieving their educational goals; for the majority of students, either non-campus related obstacles or no obstacles stood in the way of completing their education; and fewer than 10 percent cited academic or institutional shortcomings as major reasons for leaving a CSU campus. The study questionnaire is appended. (SW)

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Student Needs And Priorities

SURVEY 1984

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The California State University

STUDENT NEEDS AND PRIORITIES SURVEY — 1984

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William Blischke, Coordinator

Fresno
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THE CALIFORNIA STATE UNIVERSITY

Office of the Chancellor
Division of Academic Affairs

March 1985

Graphic Design By Christine Gunther

MANAGEMENT SUMMARY

A SURVEY

OF

Student Needs and Priorities

IN

The California State University

1984

Stephen L. Daigle

F. Philip Johnston, Project Administrator

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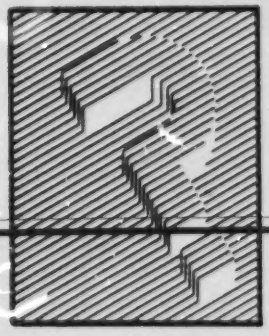

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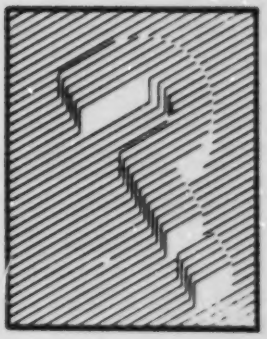
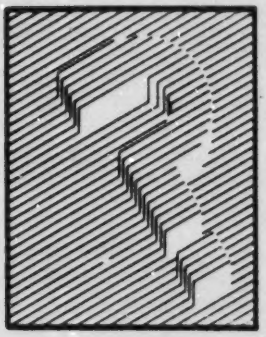


Table of Contents

Section		Page
	Acknowledgments	i
	Summary of Findings	iii
1.	Introduction	1
2.	The Sample: Methodology and Demography	5
	Sample Procedures and Representativeness	
	Student Family and Personal Backgrounds	
3.	Life and Educational Goals	11
	Life Goals	
	Educational Goals	
	Campus Choice	
4.	Levels of Student Satisfaction	19
	Ratings of Educational Importance	
	Ratings of Campus Quality	
	Overall Student Satisfaction	
5.	Educational Obstacles and Student Retention	29
	Background Notes	
	Educational Obstacles	
	Student Finances and Enrollment	
	Transfer Plans	
	Campus Reforms	
6.	Conclusions and Recommendations	43
	General Impressions	
	Recommendations	
	Appendix A: Memo to Campus Presidents	49
	Appendix B: The 1984 SNAPS Questionnaire	53



Acknowledgments

The Student Needs and Priorities Survey (SNAPS) of 1984 involved the professional skills and knowledge of scores of individuals in The California State University. These remarks attempt to identify the most important contributions made to the project.

Chancellor W. Ann Reynolds recognized the value of such research and provided funds for its systemwide implementation. Dean Linda Bunnell Jones of the Division of Academic Program Improvement (API) has provided continuing administrative support for policy and analytic studies of this nature. Together with Dean Charles Lindahl of Educational Support Services and Dr. Herman Lochner of California State University, Dominguez Hills, API staff and consultants have been actively involved in all phases of the SNAPS project since 1979.

Campus presidents also deserve recognition for their commitment to systemwide research initiatives designed to improve educational programs and services for students. The 16 campus coordinators listed on the inside front cover discharged their responsibilities with promptness and precision. They were ably assisted in many of the technical and logistical tasks associated with this project by the following individuals: Dr. James Ross, Bakersfield; Patrick Mitchell, Dominguez Hills; Susan Calcagno, Hayward; Michael Remley, Long Beach; Dr. Fred Dukes, Northridge; Khrista Filker, Alison Mathews, Pomona; Bonnie Bateman, Sacramento; Sue Reed, Kem Sweeney, San Bernardino; Dr. Fred Harcall, Fred Gillette, San Francisco; Dr. Barbara Lesch, Barbara Kohler, Sonoma.

The three project directors as well enlisted a corps of extremely talented individuals to perform several specialized duties related to data processing and analysis and report preparation. Patti Stoddard provided computer programming support for reading the op-scan questionnaires. Staff of the Reprographics Center at California State University, Fullerton provided paper trimming services on the questionnaires. Loretta Owens and the staff of the Computer Center at CSU, Fullerton built the initial computer files. Monica Waite managed all phases of data base development and verification. Carlene Nelson wrote the basic SPSS program for the initial computer runs. Mary Walsh served as overall project assistant for many of the data processing requirements and analytic needs. Chris Gunther provided the graphic design work and advice for the final reports. Marguerite Sadlier, Sheri Van Aalsburg, and Janet Sikes of API typed preliminary drafts of the report, and the staff of the Publications and Reproduction Divisions of the Chancellor's Office did their usual outstanding jobs of composing, proofing, layout, and printing. In classic understatement, we thank you all.

The SNAPS Advisory Committee gave policy direction and technical advice to the project and helped edit the draft report. The members included:

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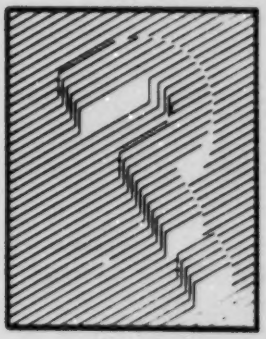
Vice President, Student Services
Humboldt State University

Scores of faculty on each of the 16 campuses generously relinquished about 45 minutes of classroom time each to help learn more about the educational needs and priorities of their students. And 11,540 students responded with thoroughness and candor to a wide range of difficult though important questions.

Finally, it is probably fair to point out that a certain division of labor characterized the planning, administrative, and analytic responsibilities of the project directors. Johnston handled most of the administrative requirements, Berg acted as primary consultant on most technical issues, and Daigle wrote the management summary and detailed companion report. Responsibility for any errors of fact or interpretation rests solely with the three system-wide directors. All of the other individuals and groups mentioned above share in whatever positive contributions this project makes to the CSU, although none should be held responsible for its shortcomings in design or execution. The conclusions, interpretations, and recommendations are those of the directors and do not necessarily reflect the official policies or intentions of The California State University.



Summary of Findings

In spring 1984, 16 campuses and 11,540 students in The California State University participated in a second comprehensive survey of student needs and priorities. A similar survey was administered in 1981 to 8,564 students on 12 CSU campuses. The points below illustrate some of the major findings from the 1984 study and indicate a few of the most important changes from 1981. For a more detailed analysis of the data than that provided in this management summary, the reader should consult a separate, companion document which contains more elaborate tabular and analytic information.

Student Demography

- Neither the 1981 nor the 1984 samples were significantly different from the overall CSU student populations in terms of class standing, age, ethnicity, sex, and major. The sample findings in both years can be generalized to the broader system populations.

- The 1984 survey yielded some interesting data on the family backgrounds and personal lives of CSU students. For example, about 58 percent of CSU students in the sample were from families where the head of the household held an "upper-middle" status occupation (i.e., professional, technical, manager, or proprietor). This figure was even higher among Whites and Asians, and it was much lower among Blacks and Hispanics.

- Fully two-thirds of the students in the sample reported that their fathers or heads of household had attended college; 42 percent had earned a bachelor's degree or higher. However, 76 percent of the Chicano respondents listed only a grade school or high school educational level for their fathers or heads of households.

- One-half of the 1,360 Asian students in the sample indicated that their length of residence in the United States was less than nine years.

- One-third of the students in the sample were not employed in 1984, and almost half worked 20 hours per week or more.

Life and Educational Goals

- Intellectual, social, and aesthetic values dominated the choice of general life goals, while career considerations were dominant among more specific educational goals.

- There was a high level of consensus in the 1981 and 1984 samples on the most important life goals; variations by student type tended to occur on values rated much lower in importance by the samples generally.

- The two surveys found striking evidence of degree consciousness among CSU students. Only about 1 percent admitted to having no interest in ever getting a degree, while almost 60 percent planned to obtain a master's degree at some point, and another 20 percent planned to earn a terminal academic or professional degree.

- Program availability and reputation, low cost, and convenience to home and work were easily the dominant factors involved in student choice of a CSU campus to attend. Secondary factors influencing campus choice were campus size and student age.

- Although the percentages citing academic reputation as a reason for attending a CSU campus

increased between 1981 and 1984, the percentages identifying low cost as a major reason declined by 10 percent.

Student Satisfaction Levels

- Academic issues related to the quality of instruction, courses, and faculty were most important to students in achieving their educational goals. Support services and social activities ranked much lower in importance. However, support services such as tutoring, information dissemination, career guidance, and financial aid (among others) have increased in importance since 1981.

- Library services, instructional quality, course content, and faculty accessibility achieved the top four ranks among 26 items evaluated for campus quality. There was a considerable amount of consensus among student demographic groupings concerning the level of campus quality on most items.

- Some of the 26 campus services and programs studied were perceived as decreasing in quality between 1981 and 1984; others were evaluated more favorably, and most received roughly the same assessment as before.

- Overall student satisfaction with their campus experience achieved a 72 percent positive response in 1984 and a 10 percent negative response. The comparable percentages of satisfied and dissatisfied students in 1981 were 77 and 13, respectively. The remainder were "undecided."

Educational Obstacles and Student Retention

- Only one-fourth of the students surveyed in both 1981 and 1984 identified campus-related factors as constituting the greatest obstacles to reaching their educational goals. The remaining three-fourths cited either external factors (40 percent) or said that they did not see any obstacles to completing their education (35 percent).

- In both 1981 and 1984, fewer than 10 percent cited "shortcomings of academic programs" and "shortcomings of the institution" as major reasons for leaving a CSU campus. Rather, students were much more likely to "blame" themselves, or conditions in the external environment, for leaving school than anything endemic to the campus.

- One-fourth of the 1984 sample reported that they were "very concerned" (20 percent) or "extremely concerned" (5 percent) about financing their education. About one-third were relatively unconcerned about finances, and the remainder (45 percent) were "somewhat concerned." The 1981 percentages were not significantly different.

- Finances and advising play only minor roles in influencing the level of student workload. Concern about grades, class scheduling, job demands, program requirements, and graduation plans are of greater importance.

- When asked how higher fees might affect their plans for continuing enrollment, only 2 percent of the sample indicated that they would have to leave school as a result; 17 percent said that they may have to drop out (or "stop out") for awhile; and the remaining 81 percent said that the higher costs probably would not affect their attendance.

- About 8 percent of the respondents said that they definitely planned to transfer to another college or university before graduating from their current degree programs. Another 15 percent said "possibly," and 77 percent indicated no plans to transfer. Again, the 1981 percentages were nearly identical.

- About 50 percent of those planning to transfer said they were doing so for reasons over which their current institution had little or no control. Transfer intentions tended to be unrelated to ratings of institutional quality on programs or services.

- Students were asked to indicate their preferences among a list of 17 potential campus reforms. The 1981 and 1984 samples suggested that campuses should concentrate on efforts designed to improve faculty and instructional quality; increase the variety of courses and programs; expand financial aid opportunities; and improve class scheduling and advising.

Sample Variations

Students in the two SNAPS samples were much more alike (psychologically) than they were different. Broad agreement among categories of student groups, regardless of the issue, was the norm; the most significant and persistent exceptions follow.

Age

- Age-related differences turned up in a number of areas. Younger students rated money and adventure as life goals more highly than older students. They also considered advising services, tutoring, social life, financial aid, and housing to be more important and generally bestowed above-average ratings of quality to such things. On the other hand, younger students were much more likely to consider transferring from their current campus.

- At least three things seemed to stand out about older students. First, issues of convenience, such as class scheduling and parking, are very high in their list of priorities since many work and attend only part time. Second, their needs and interests tend to be considerably more narrow than those of younger students, focusing more on intellectual and academic concerns (particularly faculty involvement) than on ones related to social, financial, or support services. Third, their levels of overall satisfaction tend to be quite high, and their assessments of campus academic quality tend to be less critical than those of younger students.

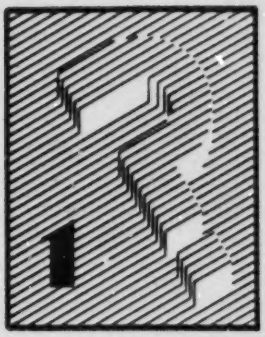
Ethnicity

- Ethnic variations were frequent, but usually weak in degree. The major exception concerned Asian students who were the only student group who consistently identified the institution as the major source of dissatisfaction. As noted many times in the report, their negative ratings of campus quality were both strong and pervasive. Asians also expressed above-average concern for more support services and greater academic quality, and were more likely than other students to consider transferring.

- All ethnic minorities were more likely than Whites to demand more campus reforms and an increase in support services. Minority groups were more sensitive to fee increases, expressed a greater need for financial aid, and generally seemed to have more problems to contend with (financial, academic, and personal) than Whites. Asians and Blacks often identified institutional obstacles to their goals, while Hispanics were more likely to cite external factors. On the other hand, minorities (excluding Asians) and Whites tended to rate the quality of existing support services favorably and to agree, as well, on the ranking of priorities and the quality of instruction and faculty.

Sex

- There were very few important differences between men and women in the survey. There was a very slight tendency for women to emphasize social values as a life goal and academic concerns as their major educational priorities; men, on the other hand, often expressed interest in a somewhat wider range of campus concerns.



Introduction

Early in 1984 the Office of the Chancellor of The California State University sponsored a second comprehensive survey of student attitudes. The first such survey was administered in 1981. As before, the questionnaire asked a stratified, random sample of students to respond to items that addressed the following issues:

- Life goals and educational priorities.
- Levels of satisfaction with various aspects of their academic and social experiences on campus.
- Obstacles or problems, whether institutional or personal in nature, which might hinder progress toward their educational goals.

The 1981 study, titled Student Needs And Priorities Survey (SNAPS), was administered on 12 of the 19 campuses of The California State University with 8,564 students participating. The 1984 questionnaire, which was similar in content and format, was administered on 16 campuses and involved 11,540 students.

This report summarizes some of the major systemwide findings from the 1984 SNAPS survey. It also provides a unique opportunity to confirm, modify, or challenge the 1981 findings through comparative analysis. A separate, companion document is also available which offers more extensive data displays and narrative discussion. In order to provide a context for the substantive discussions which follow, this section offers a brief summary of the history and logistics of the SNAPS project.

In fall 1980 all CSU campuses were invited to participate in a systemwide administration of the SNAPS instrument. A total of 12 campuses agreed to participate: Fresno, Fullerton, Los Angeles, Northridge, Pomona, Sacramento, San Francisco, Bakersfield, Dominguez Hills, Humboldt, and San Bernardino. This survey was administered in spring 1981 and generated 8,564 student responses. A systemwide summary of the data was published in May 1982 and formal presentations of the findings were made to CSU administrators, faculty, and students.

In spring 1983, three CSU campuses (San Luis Obispo, Hayward, and San Diego) administered a slightly modified version of the SNAPS questionnaire. Results of these campus surveys were used only by the individual campuses; no systemwide report was prepared.

Three years after the 1980-81 survey, in fall 1983, the Chancellor authorized a second systemwide administration of SNAPS. The Advisory Committee which directed the 1981 survey was convened once again. This time, the Committee elected to have the study conducted under the direction of the Chancellor's Office. On November 1, 1983, the Advisory Committee reached agreement on the survey objectives, methodology, and question format. The 1984 survey would:

1. elicit data on the attitudes and opinions of CSU students about their educational experiences;
2. be comparable with information generated in the 1981 SNAPS, where feasible;
3. provide survey data to participating campuses promptly and in a form which would facilitate its use in planning and policy development; and

4. publish a systemwide report for use by CSU campuses in comparing and evaluating responses of their students.

Only a slight change was made in the survey methodology employed three years earlier. In 1981 six groups of students (lower-division, upper-division, and graduate students by day and evening enrollment) formed the basis for the random cluster sampling of classes. The 1984 survey used only the lower-division, upper-division, and graduate student categories, relying on random selection to provide adequate day and evening samples.

Although the basic format and content of the 1981 questionnaire were retained (for purposes of comparison), some changes were made in the 1984 instrument. For example, four new questions were added:

- Question 28 on fee increases was introduced in the survey administered in spring 1983 and was continued in the 1984 survey;
- Two questions, (Q17) on "educational level of head of household" and (Q30) on "occupation of head of household while respondent was growing up," were added to elicit information on socioeconomic status (SES);
- A question on residency in the U.S. (Q16) was added. Residence status was an item of interest since 9 percent of CSU students were identified as visa holders or resident aliens who may have needs and priorities different from the student majority.

In November 1983 campuses were invited to participate in SNAPS-84 (Appendix A). Sixteen campuses agreed to take part in the survey — Bakersfield, Dominguez Hills, Fresno, Fullerton, Hayward, Humboldt, Long Beach, Los Angeles, Northridge, Pomona, Sacramento, San Bernardino, San Francisco, San Luis Obispo, Sonoma, and Stanislaus. Chico, San Diego and San Jose declined to participate.

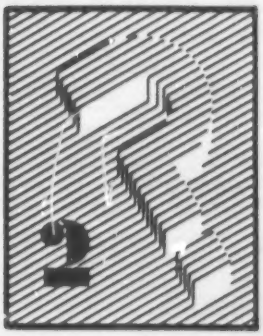
Campuses with student populations greater than 10,000 were required to collect a minimum of 800 completed surveys; smaller campuses were given a target of 500 surveys. A small campus, for example, with 30 percent of its enrollment in lower-division courses, 50 percent in upper-division courses, and 20 percent in graduate courses fixed targets on courses which would generate 150 lower-division student responses, 250 upper-division student responses, and 100 graduate student responses.

In late January 1984 project coordinators appointed by campus presidents met with the systemwide project team for orientation. The survey was administered on quarter campuses between February 20 and March 2 and on semester campuses between March 12 and March 23. All completed forms were returned to the Chancellor's Office and were processed, edited, and verified on the campus of California State University, Fullerton. The presidents were notified on May 15 that campus data files had been established for each participating campus together with an SPSS software program for data processing. In addition, all participating campuses were provided access to the systemwide data file to facilitate local campus report preparation.

Two important cautions should be noted in regard to the data and analysis which follows. First, student subgroup variations were examined solely through simple, bivariate relationships. No attempt was made to perform multivariate analyses on the data. Moreover, since statistical significance tests and measures of association play only minor roles in this report, the reader should approach questions of substantive significance in the data with some caution. As a general rule, little, if any, mention is made of bivariate relationships with strengths less than .15 and the reader can always assume significance levels of .05 or below. The very large Ns, in most cases, severely restrict the usefulness of significance tests in any event. But they do provide the opportunity for more refined subgroup analysis through multivariate procedures at a later date. This summary discussion (and the more detailed, companion report) represents a first pass at analyzing the findings from the 1984 study, so neither the substantive scope nor the technical depth of these remarks is intended to exhaust the potential usefulness of the data.

The second caveat is addressed more to policy administrators than to institutional researchers. It is always important to remember that survey data have some inherent limitations, particularly if one's major interest is in explaining or predicting specific patterns or rates of student behavior. Attitudes always interact with situational variables in a very complex web of relationships to produce a given type of behavior. By themselves, attitudes are

notoriously poor indicators of behavior. Rather, attitude surveys are best viewed as broad information sources on what students want, what they think they are getting, and how satisfied they profess to be. Surveys may be used as early warning systems to identify and remedy problem areas before they cause serious problems for the student or the institution. At a minimum, survey data should be evaluated in the context of other sources of evidence about students and the institution.



The Sample: Methodology and Demography

The California State University is one of the most data-rich systems of higher education in the nation. However, a number of demographic features about CSU students are not well known, and can be discovered only through comprehensive surveys such as SNAPS. Some of these touch on the personal, as opposed to the academic, lives of students and include such things as the educational and occupational status of their families, the number of years they have lived in the United States, and their employment, marital, and dependency status. These personal and family characteristics may be equally, if not more, important than such indices as age, sex, ethnicity, etc., in influencing student goals, needs, attitudes, and priorities. These data help to provide a more complete picture of the nature of the CSU student population than is otherwise possible.

Sample Procedures and Representativeness

A total of 11 540 students responded to the SNAPS-84 questionnaire systemwide. The basic sampling design consisted of a stratified cluster sample, using class sections as the unit of analysis. Three clusters of sections were identified from the census day schedule of classes in the 1984 spring semester (or winter quarter). The clusters were based on three class levels (lower division, upper division, and graduate).

Using existing campus data, average class sizes for each level were used to determine the number of sections required from each cluster to yield the desired minimum sample sizes of 500 cases for small campuses and 800 cases for large campuses. A computerized random number generator or table of random numbers was used to provide lists of section numbers to be included from each cluster. Cancelled classes, independent studies courses, and most laboratory sections were eliminated from the sampling frame.

A faculty coordinator and student assistants administered the survey during classes on each campus, and the questionnaires were forwarded to the CSU, Fullerton campus for data processing. Appendix B contains a copy of the questionnaire.

All seven "small" campuses (i.e., student populations less than 10,000) in the system participated in the survey and achieved their targets of 500 or more respondents. Nine of the twelve "large" campuses (student populations greater than 10,000) participated and eight achieved the minimum target of 800 responses.

The list below shows the classification of campuses by size and type (quarter — Q, or semester — S). Of course, many other distinctions among the campuses are possible (e.g., urban-rural, program emphasis), but none are drawn in either the data files or in this report in order to preserve individual campus anonymity.

List of SNAPS Campuses, 1984

Large Participating

Fresno (S)
Fullerton (S)
Los Angeles (Q)
Long Beach (S)
Northridge (S)
Pomona (Q)
Sacramento (S)
San Francisco (S)
San Luis Obispo (Q)

Small Participating

Bakersfield (Q)
Dominguez Hills (Q)
Hayward (Q)
Humboldt (Q)
San Bernardino (Q)
Sonoma (S)
Stanislaus (S)

Several factors suggest that the sample findings provide reasonably accurate indications of systemwide student sentiment. First, the sampling methodology was rigorous and standardized. Second, the three non-participating campuses are neither sufficiently large nor sufficiently distinct (in terms of student demography) to seriously alter the nature of the resulting sample. Third, the absolute size of the sample (11,540 students) itself lends some measure of added confidence in the findings. For each of these reasons, it is legitimate to ask questions about the data which speak to broad system and policy concerns.

Strictly speaking, the population from which the sample was drawn is classes, rather than students. However, the actual intent of the sample is to draw inferences from it about the student population enrolled in the CSU campuses. Two assumptions are made about the sampling procedure: first, a random sample of classes will also provide a reasonably close random sample of students; and second, the 16 participating institutions are sufficiently representative of the 19 campuses in the system. A test of these two assumptions is made by comparing the demographics of the sample to those of the systemwide population.

Perhaps the single most important measure of student demography is class standing. As the data in Figure 2.1 indicate, the sample achieved a near perfect match with systemwide percentages of freshmen, sophomores, juniors, seniors, and graduate students. These findings suggest that three course levels (the basic unit of analysis for stratification and sample selection) yield a representative mix of five student levels when properly chosen. The comparative percentages of ethnic groups (Figure 2.2), men and women, and age groups were equally encouraging. Taken as a whole, there is sufficient evidence to assume that the students in the sample are reasonably representative of students systemwide, in both demographic and (presumably) attitudinal terms.

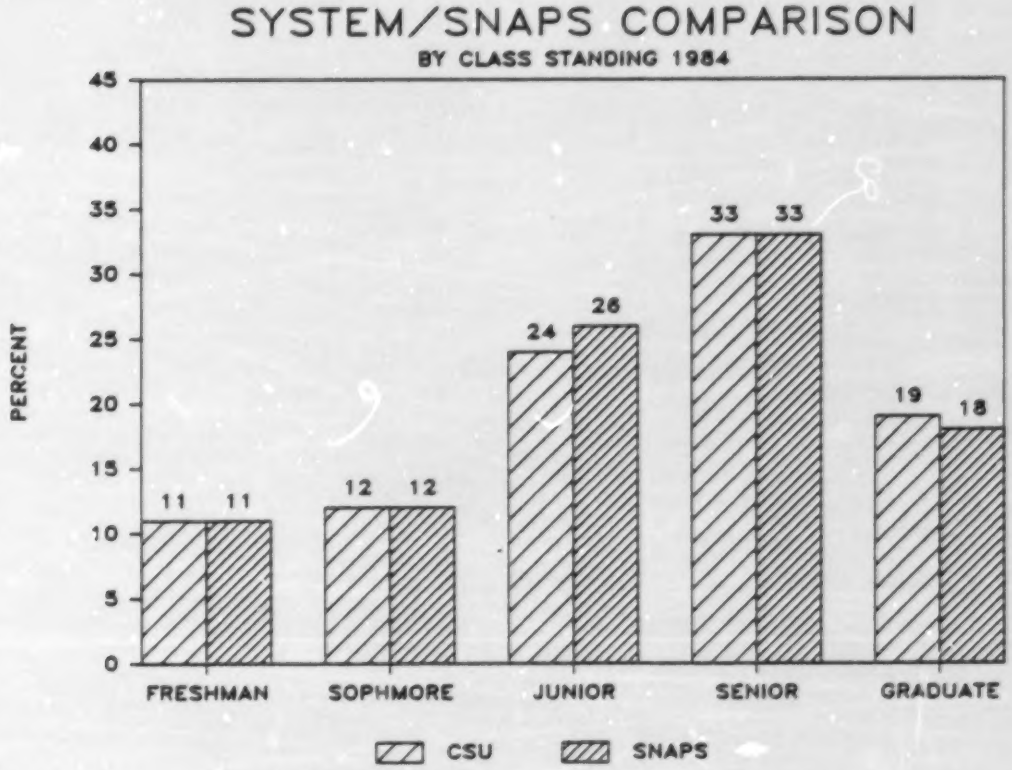


Figure 2.1

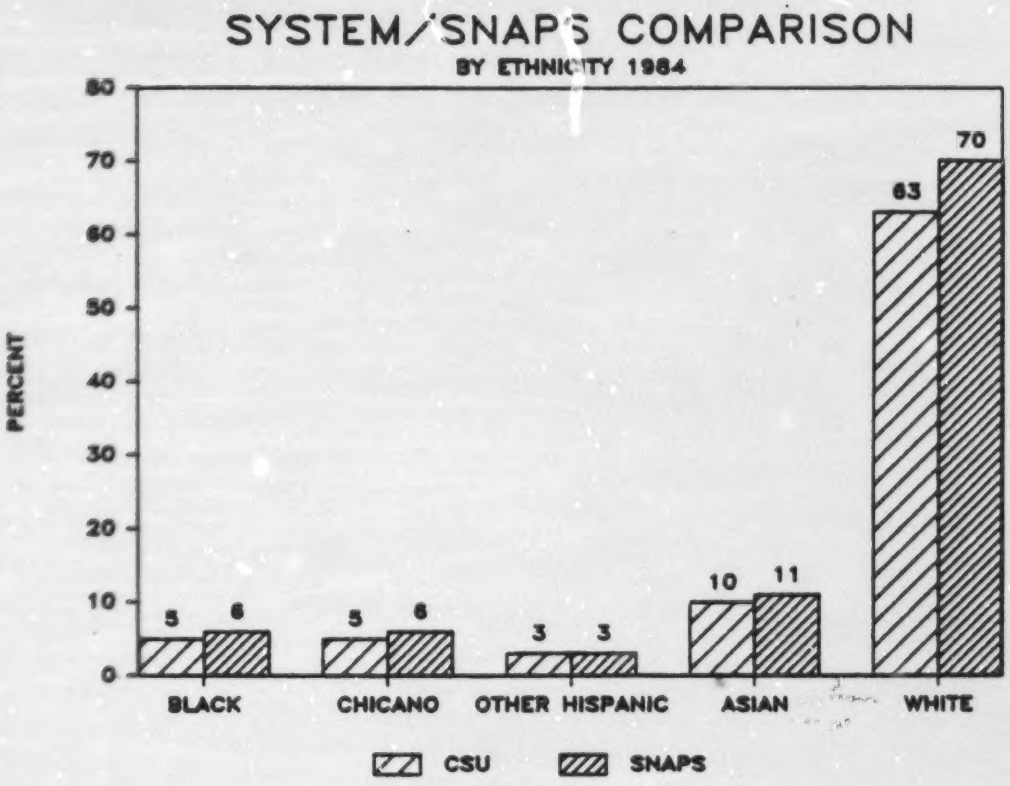


Figure 2.2

Family and Personal Background

Socioeconomic status (SES) is one of the most obvious background variables which might affect college attendance, retention, and academic performance. The CSU traditionally has collected data on student age, ethnicity, residence status, etc., but has never had systematic data concerning family SES. The 1984 SNAPS survey represents the first system-wide attempt to collect data concerning the socioeconomic status of CSU students.

Two indicators of SES were used in the survey: the total years of education achieved by the head of households and occupations of head of household while the student was growing up. Many years of sociological research has found occupation to be the best single predictor of social status, and overall occupational prestige ratings have been shown to be very stable across several decades. Of course, many other factors are closely related to occupation and social status. Income and education are the two most obvious, since education is a basis for entry into many occupations, and income is mostly derived from one's occupation. The SNAPS study used the Bureau of the Census occupational status rankings, which are based on average levels of education and income.

The open-ended question on occupation ("What was the main occupation of your father or head of household while you were growing up?") was first coded into about 475 specific occupations and then collapsed into the following ten major status categories:

Father's Occupation	Percent of Sample
Professional or Technical	34.3
Manager or Proprietor	24.0
Sales Work	6.3
Clerical Worker	3.4
Crafts Worker	12.7
Operatives	4.3
Service Worker	5.0

Laborers, no farm	4.5
Farm	3.8
Unemployed	1.7

According to these data, about 58 percent of CSU students in the sample are from families where the head of household held a position classified as professional, technical, manager, or proprietor. About 22 percent had fathers or mothers who were clerical, sales, or skilled crafts workers. The largely manual occupations of operatives, service workers, laborers, and farm workers comprised another 18 percent. Thus, to the extent that these figures are accurate (both in terms of student descriptions and coding conventions) and representative of CSU students generally, a strong middle to upper-middle class background influences the thinking and behavior of a majority of students in the system.

As might be expected, student ethnicity and occupational status turned out to be rather closely related. While almost two-thirds of White and Asian students came from upper-middle status families of a professional or managerial class, the comparable rates for Blacks was 38 percent and only 19 percent for Chicanos. Almost half of the Chicano and 36 percent of Black students in the sample listed their family occupation as operative, service, laborer, or farm, which was three to five times the rate among White students. Given these important differences in family backgrounds and the external conditions associated with them, it is probably not surprising that student ethnicity was a moderately strong correlate of student perceptions and attitudes across a wide range of survey issues.

A second question, also related to overall socioeconomic status, involved the highest educational level attained by the respondent's father or head of household. (A separate question on maternal education was not asked, although it may be equally or more important in structuring the educational plans of children.) The responses offer the first systematic clues to generational experiences in higher education operating among CSU students. Here are the findings:

Highest Educational Level of Head of Household

Level	Percent
Grade School	10.2
High School	23.5
Some College	24.1
Bachelor's Degree or Some Graduate	24.0
Graduate or Professional Degree	18.2

Thus, about one-third of the students in the sample were from families where the father or head of the household had no college education; about one-fourth had some college and another fourth attained a bachelor's degree or had some graduate experience; and roughly one in five were from families holding a graduate or professional degree. Again, student ethnicity provides an even sharper picture of family educational levels (Figure 2.3). The differences are impressive:

- Fully 75 percent of Chicano respondents in the sample are probably first-generation college students. For Blacks and other Hispanics, the rates are 45 and 41 percent, respectively.

- On the other hand, almost three-fourths of the White students are from college-educated families, including 22 percent with graduate or professional degrees.

On occasion, it is also useful to have information concerning the employment and marital circumstances which characterize CSU students. Although these factors may change rapidly on an individual basis, the snapshot provided by a survey is probably accurate enough. The only point of comparison is similar data from the 1981 survey. The percentages between 1981 and 1984 are nearly identical for the categories of marital status and number of financial dependents. One might assume, therefore, that they are probably fairly accurate. The percentages concerning employment status have changed somewhat, however (Figure 2.4). The percentage who report not working rose 7 percent in the three-year span, while two of the three categories of employed students declined by a few percentage points. Either students had chosen to work less (or had less need for it) while attending school or, more likely, economic conditions in 1984 had made work slightly more difficult to find. Eleven percent of the sample failed to answer the question on employment in 1981 compared to 5 percent in 1984; the higher response rate also may have produced some unknown effect.

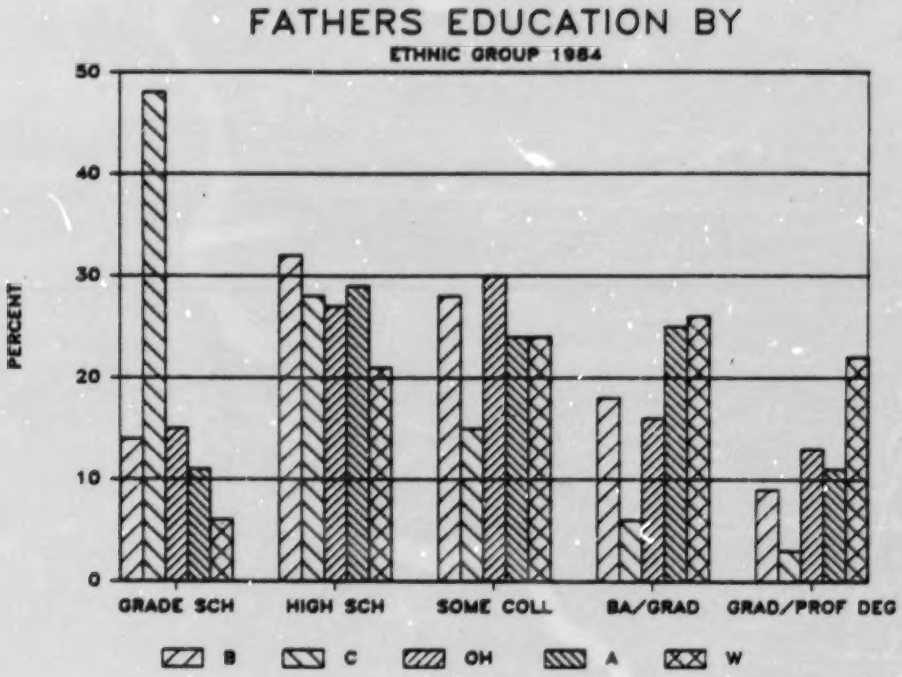


Figure 2.3

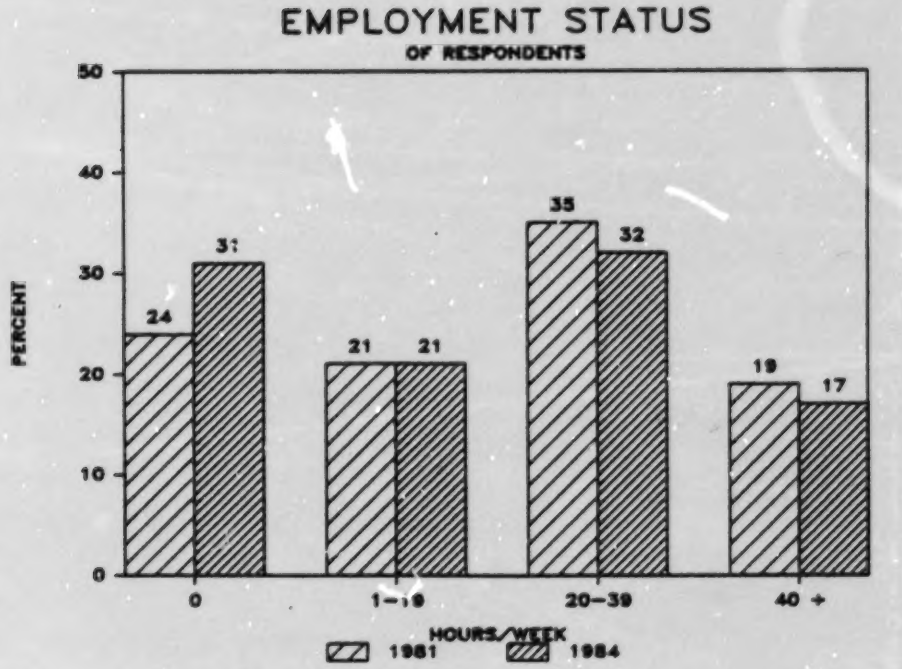
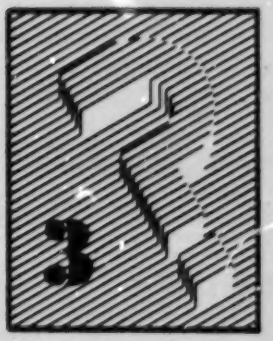


Figure 2.4



Life and Educational Goals

Students attend college for many reasons. For some, college attendance may merely be a response to parental expectations or peer influences. For others, college may fit neatly into a pattern of satisfying broader life values or career goals. For still others, attendance may constitute a "testing" period to determine the relative value of college in satisfying their needs (immediate and long term) compared to competing life styles. The important point is that academic interest, degrees, and graduation, may motivate the behavior of only part of the total college population. It is a serious mistake to assume that such things are the only "legitimate" reasons for going to college.

Accordingly, this section will attempt to sort out some of the reasons identified by CSU students in the sample for college attendance and campus choice. It also provides a brief sketch of some general life goals which might underlie their educational expectations. Findings reported in subsequent sections might then be examined and evaluated within this broader context.

Life Goals

The general rankings of eight life goals did not change much since the 1981 administration (Figure 3.1). The only change in ranking occurred among the sixth and seventh most important goals. About 4 percent more students rated the "chance to earn a great deal of money" as important in 1984 than did so in 1981, while 3 percent fewer students similarly rated the "chance to exercise leadership." The percent of students responding to the important or very important categories changed by fewer than three percentage points between 1981 and 1984 in all but the two cases.

The reinforcing nature of the data in 1984 compared to 1981 suggests some broad, though perhaps indirect, patterns in the life goals espoused by CSU students. In the first place, almost all opinion surveys run an inevitable risk of eliciting mostly socially acceptable responses on questions touching on life goals, values, aspirations, and motivations. Such issues are best addressed through in-depth interviews, case histories, and extensive testing, usually performed on very limited samples. It was not surprising, then, that the goals of personal independence and creativity received much higher rankings than less "noble" motivations of money, power, and social status.

Yet, the obvious intent of such questions is to measure cultural changes in social and moral values in order that such values can be systematically related to observed changes in student educational aspirations and behavior. These data indicate that few significant cultural changes have occurred in the brief three-year time span between the SNAPS administrations; the 4 percent increase in the goal of earning money may be an important exception. Identification of future changes in student values will undoubtedly require both a wider time frame and more elaborate and sensitive measurement techniques.

Still, it is interesting that even within a generally consensual pattern, the same subgroup variations appeared in both years. Asians and Blacks again expressed relatively greater concern for money and social status than did other ethnic groups; and, again, women displayed a somewhat greater social orientation than men (e.g., "helping others," "working with people") in rankings between social and individual values. Similarly, the influence of age

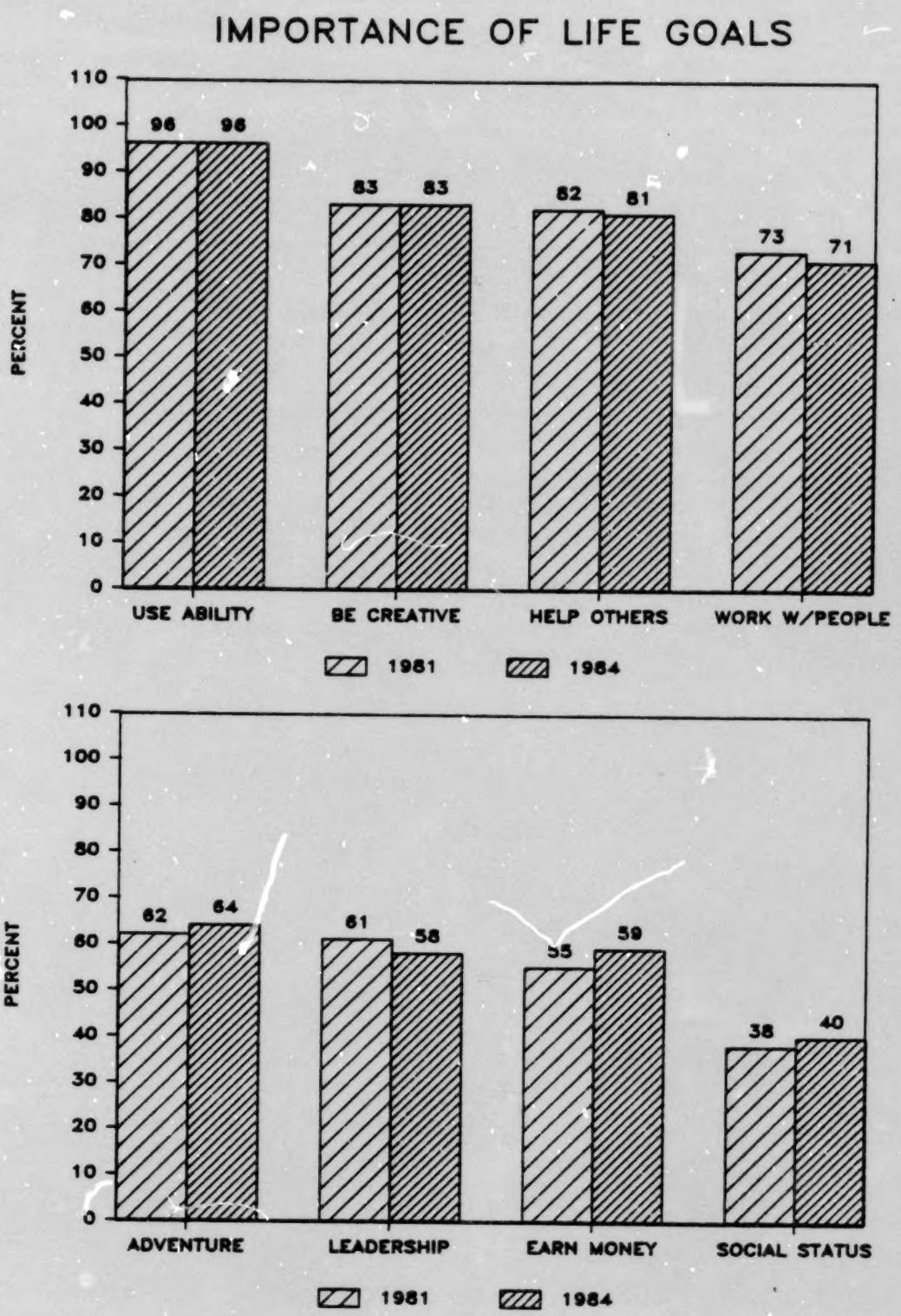

IMPORTANCE OF LIFE GOALS
PERCENT
110
100
90
80
70
60
50
40
30
20
10
0
96
96
83
83
82
81
73
71
USE ABILITY
BE CREATIVE
HELP OTHERS
WORK W/PEOPLE
1981
1984
PERCENT
62
64
61
58
55
59
38
40
ADVENTURE
LEADERSHIP
EARN MONEY
SOCIAL STATUS
1981
1984

Figure 3.1

was apparent in structuring variations by class level and student status. Younger students seem slightly more inclined to emphasize goals of financial earnings, social status, and a sense of adventure than older students. Perhaps the most important point to note, however, is that subgroup variations (of any kind) tend to be concentrated among the least important life values; there remains broad agreement among all student groups on the most important goals.

Educational Goals

If there is one tangible outcome that is most associated with college attendance, nothing is able to match the symbolic as well as practical goal of a degree. Too often, however, both educators and the public generally tend to assume that earning a degree is the only reason for going to college and the only yardstick of success, both for the individual and for the institution. Obviously, the personal, social, and economic benefits of college attendance cannot be measured in such simple terms; the ultimate rewards for the individual and society may be only weakly related, at best, to whether a formal degree was bestowed.

Yet, even in an alleged era of revolving campus doors of stopouts, dropouts, nontraditional and part-time students, the goal of eventually earning a degree exerts a powerful psychological influence on most students. The 1981 and 1984 data in Figures 3.2 and 3.3 offer striking evidence of degree consciousness among CSU students. Only about 1 percent admitted to having no interest in ever getting a degree, while almost 60 percent planned to obtain a master's degree at some point, and another 20 percent planned to earn a terminal academic or professional degree. The degree objectives at the current campus of attendance are only slightly less ambitious. Of course, it should be remembered that about one-fifth of the sample is already enrolled in graduate programs.

In general, the picture that emerges from such data is one of a college population firmly committed to the symbolism (if not the reality) of earning degrees. As noted in the previous SNAPS study, even as the tangible rewards of a college degree have waned in recent decades, its symbolic value as an expression of self-achievement (and, perhaps, moral test as evidence of self-worth) apparently remains strong. While such data hardly provide reliable clues to student behavior, they do point to a supportive cultural environment for the major products of higher education.

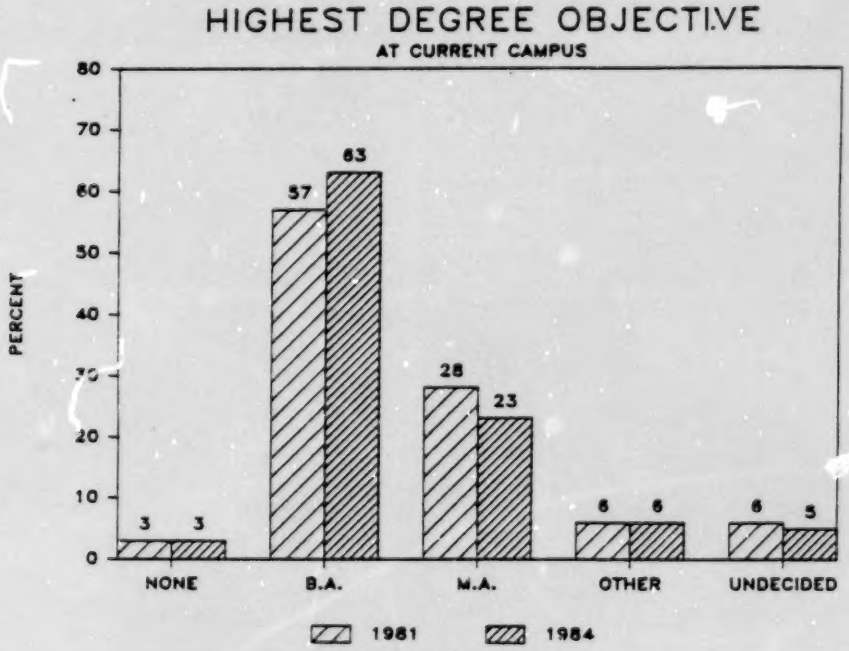


Figure 3.2

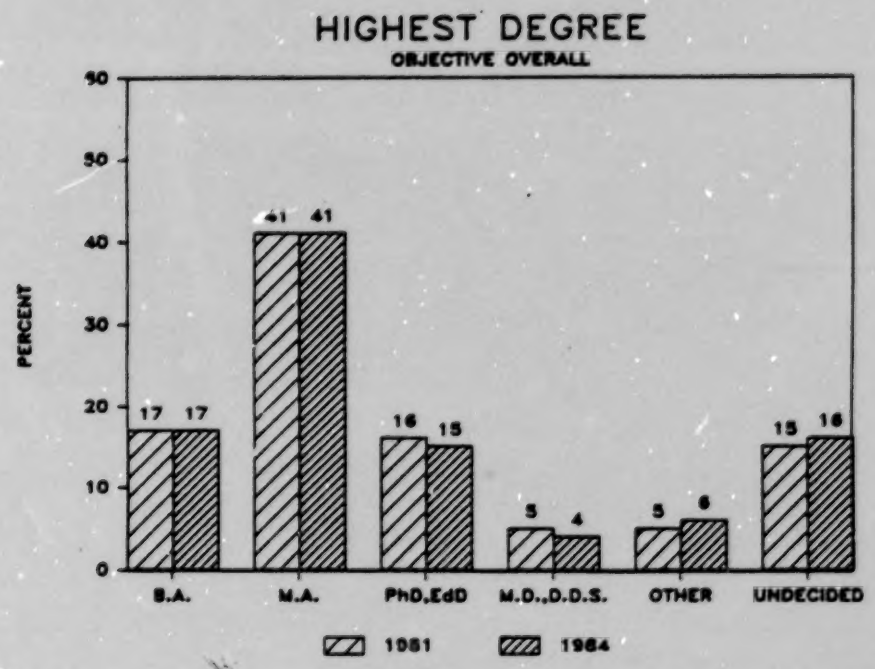


Figure 3.3

Campus Choice

The decision to attend college and the choice of a specific campus depend in part on the intellectual and social goals the individual is pursuing. In California, such decisions take place within an educational environment of immense diversity and opportunity. Because so much depends on the number and character of student enrollments on a campus, it is vital that the factors and determinants associated with campus choice be understood.

Survey respondents were asked to rate the importance of each of 18 factors in influencing their decision to attend their particular college or university. Five categories of responses were presented, ranging from "very important" to "not important at all." The factors are listed in Figure 3.4 in order of importance.

The factor rated as most important by students in influencing their decision to attend their particular campus was the "availability of a particular major or academic program." Three-fourths of all the students surveyed rated this factor as either important or very important. The 75.5 percent rating achieved by this item was a full ten percentage points above that of the second most important factor, "academic reputation of a particular field or major." This item was rated as important or very important by 65.2 percent of the respondents. This was followed closely by the "general academic reputation of the school," which received 62.5 percent in the two response categories.

Following availability and reputation were cost and locational considerations. The factors of "low cost" and "close to home" both received over 50 percent ratings in the two categories.

None of the remaining reasons for campus choice received more than 50 percent "important" or "very important" ratings. In fact, both the item rankings and percentages varied little between 1981 and 1984 with a few important exceptions (Figure 3.5). Program availability and reputation were rated at approximately the same levels in both years (i.e., within three percentage points). However, low cost declined by fully ten percentage points in the three-year period; apparently the attractiveness of the CSU as a comparatively low-cost educational option has been seriously eroded in recent years. At the same time, the importance of an institution's general academic reputation has increased by 5 percent. The item pertaining to proximity to home and/or work in the 1981 survey was split into two items in 1984,

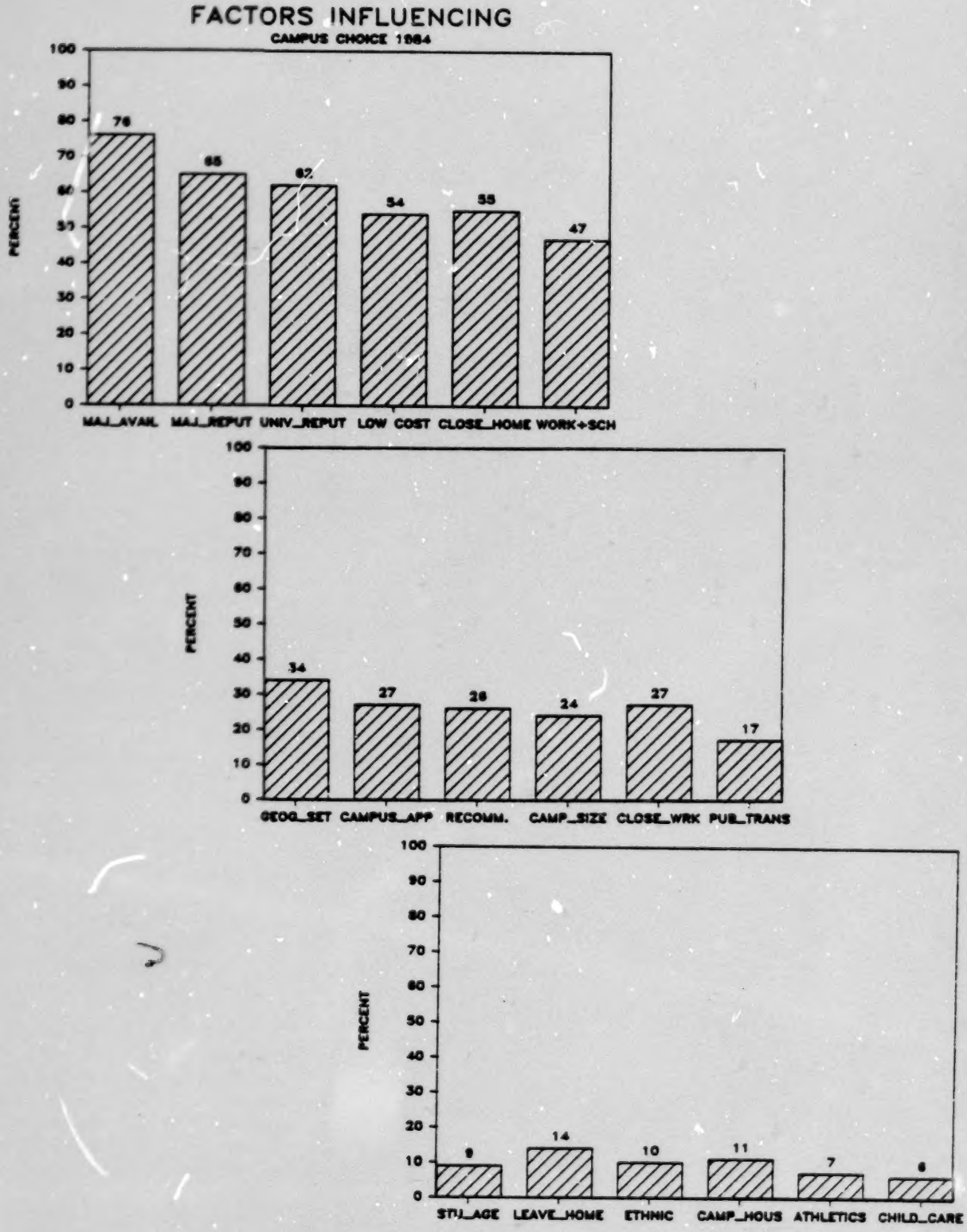

FACTORS INFLUENCING
CAMPUS CHOICE 1984
PERCENT
100
90
80
70
60
50
40
30
20
10
0
76
65
62
54
55
47
MAJ_AVAIL
MAJ_REPUT
UNIV_REPUT
LOW COST
CLOSE_HOME
WORK+SCH
34
27
26
24
27
17
GEOG_SET
CAMPUS_APP
RECOMM.
CAMP_SIZE
CLOSE_WRK
PUB_TRANS
9
14
10
11
7
6
STU_AGE
LEAVE_HOME
ETHNIC
CAMP_HOUS
ATHLETICS
CHILD_CARE

Figure 3.4

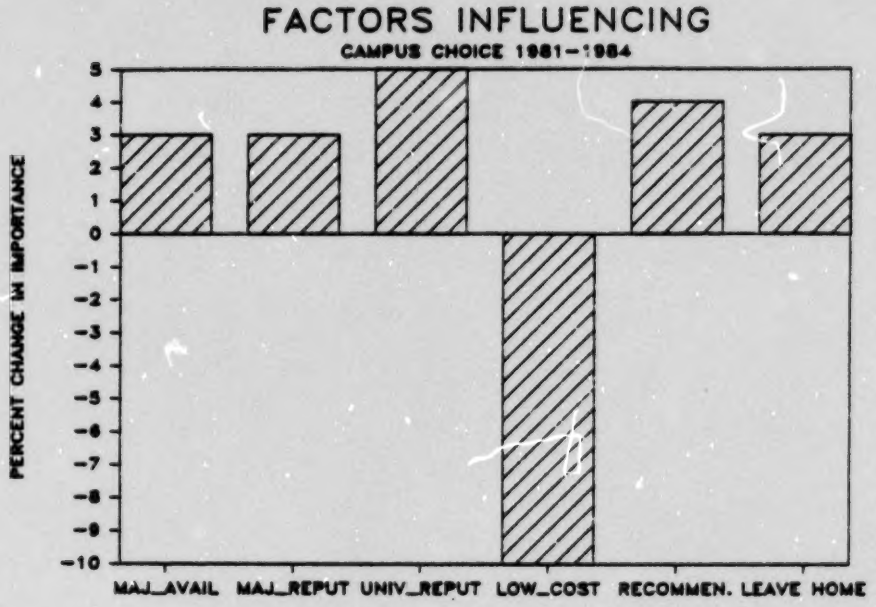


Figure 3.5

so the data were not comparable. Otherwise, the percentage differences were substantively insignificant.

It should also be noted that large numbers of students expressed very little (if any) interest in many of the items listed. For example, for half of the factors listed in 1984, more than 50 percent of the sample reported that the item was "not important at all" in influencing their choice of campus. Public transportation, campus residences, child care services, campus size, and student body demography were among this group of low importance items. Athletics programs and a "chance to leave home" attracted similarly low levels of interest. Finally, while students do seem to select campuses (in most instances) that are both close to home and which allow them the opportunity to work while attending school, far less importance is attached to the distance between campus and job. Presumably, convenient class scheduling may be of greater significance to working students than merely commuting distance.

In general, students tend to select a CSU campus primarily for reasons of *program availability and reputation, low cost, proximity to home, and general academic reputation of the school*. These five factors, while not necessarily related, form an interacting network of major decision points when considering a CSU campus. One of the unique features of the CSU system may be its ability to address each of these concerns simultaneously; i.e., a network of 19 conveniently located campuses, each offering a comprehensive range of academic and professional degree programs of reasonably high quality, and at levels of relatively low to moderate cost. With the possible exception of costs, about two-thirds to three-fourths of students in the 1981 and 1984 samples identified these factors as the major reasons for attending a CSU campus.

The rather dramatic and (perhaps) disturbing 10 percent decrease on the cost issue deserves very close and sustained attention. On the other hand, the 5 percent increase in importance accorded the general academic reputation of a school, the 3 percent increase for degree program reputation, and the 4 percent increase for family and friend recommendations are all positive signs.

Roughly one-fourth to one-half of the respondents rated the following five factors as important or very important: opportunity to work while attending school, geographic setting of the institution, campus size and appearance, and the recommendations of family and friends. Less than 20 percent and, in some instances, less than 10 percent accorded high importance ratings to the final seven factors: convenient public transportation, a chance to

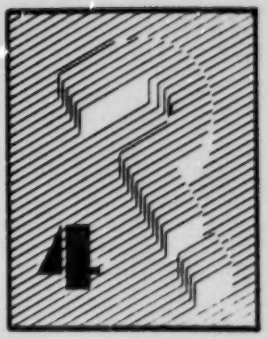
leave home, on-campus residences, the age and ethnic composition of the student body, the availability of child care services, and the reputation of the athletic program.

Taken together, these findings suggest that at least three clusters of factors attract students to campuses in the CSU. The first cluster contains items which motivate the vast majority of students to attend a CSU campus. A second, moderate cluster of reasons appeals to many but proportionately fewer students, and a third cluster includes concerns expressed by relatively few students overall, but which, nonetheless, may be of great importance to special subpopulations.

In most instances, student status (full time versus part time) and class level tend to be strongly related to age, although independent examination of these three variables turned up some significant (if fairly predictable) findings. For example, part-time students expressed a strong need to work while attending school and for a campus close to their work.

The finding observed in the 1981 survey is equally true in these data and, interestingly, academic variables of program and school reputation reflected far less variability as motivational incentives than more directly age-related motives of convenience and school environment. Older and upper-division and graduate students are attracted primarily by practical concerns (program availability, low cost, convenience, close to home and work), while younger and lower-division students cite a much wider range of motivational factors (campus appearance, student population size and ethnic composition, housing, athletics, recommendations by others and, most important, simply a desire to leave home). These former distinctions hold as well for older, part-time, and working students; they are much more likely to attend a school if it can be conveniently integrated with home responsibilities and work schedules.

In general, most of the reasons for campus choice elicited only minor variations by ethnic status. Minority students were more likely than Whites to cite the availability of transportation and geographic proximity to home as important factors in choosing a campus; of course, these are attributes of socioeconomic status rather than ethnicity. Minority students also expressed significantly greater concern than Whites about the ethnic composition of the campus student body. Virtually none of the reasons for campus choice demonstrated important variations by student sex; the motivations of men and women differed only slightly, if at all, in deciding where to attend school (availability of particular majors and reputation of athletics provided two modest exceptions).



Levels of Student Satisfaction

The data in this section offer a transition between the previous findings that touch mostly on individual goals and ones to follow that deal primarily with institutional reforms. It examines issues and programs that define the very nature of campus life, but in the context and from the perspective of student judgments and evaluations. In essence, students were asked to do three things:

1. Rate the importance of 26 campus programs and services established to assist them in achieving their educational goals (whatever they happen to be).

2. Rate the quality of each of those programs and services on their particular campus.

3. Provide an assessment of their overall level of satisfaction with their campus experiences.

The data provide important clues concerning who is satisfied (or not), with what aspects of campus life, and to what degree. These affective evaluations can also be related to more cognitive concerns of perceived importance among the factors tested, and changes within and between the two ratings (quality and importance) are noted for 1981 and 1984. In the final analysis, an attempt is made to offer a few broad assessments of the overall performance of The California State University, as measured by student perceptions.

Ratings of Educational Importance

The respondents to SNAPS were presented with a list of 26 factors thought to be associated to one degree or another with a student's ability to achieve his or her educational goals. The students were asked to rate each factor in terms of its importance for their education. The response categories provided were "very important," "important," "somewhat important," "not very important," and "not important at all." A ranked summary of the responses to each of the 26 factors is presented in Figure 4.1.

The factor given the highest importance rating by the students surveyed was "quality of instruction." A total of 97.4 percent of the respondents rated this factor as either "important" or "very important." The median of all responses was 4.88 on a five-point scale. Instructional quality was followed closely by the "content of courses offered" and the "fairness and appropriateness of testing and grading." In both cases, over 90 percent of the respondents rated these factors as either important or very important (94.7 percent and 92.1 percent, respectively).

The library (87.4 percent importance rating), convenience of course scheduling (88.9 percent), and the variety of courses offered (88.6 percent) were the three next most important factors indicated by the survey respondents. Completing the top ten were intellectual stimulation of faculty (83.5 percent), academic advising (81.0 percent), accessibility of faculty (83.0 percent), and career guidance from faculty (77.1 percent).

The ten most important items each received minimum ratings of at least 77 percent (important and very important); most items received well over 80 or 90 percent. At the other end of the scale, five factors failed to get even a majority of students to rate them as either important or very important to achieving their educational goals: availability of computers (44.8 percent); tutoring and basic skills services (43 percent); social and cultural activities and facilities (31.2 percent); recreational programs, facilities, and activities (29.1 percent); and inter-

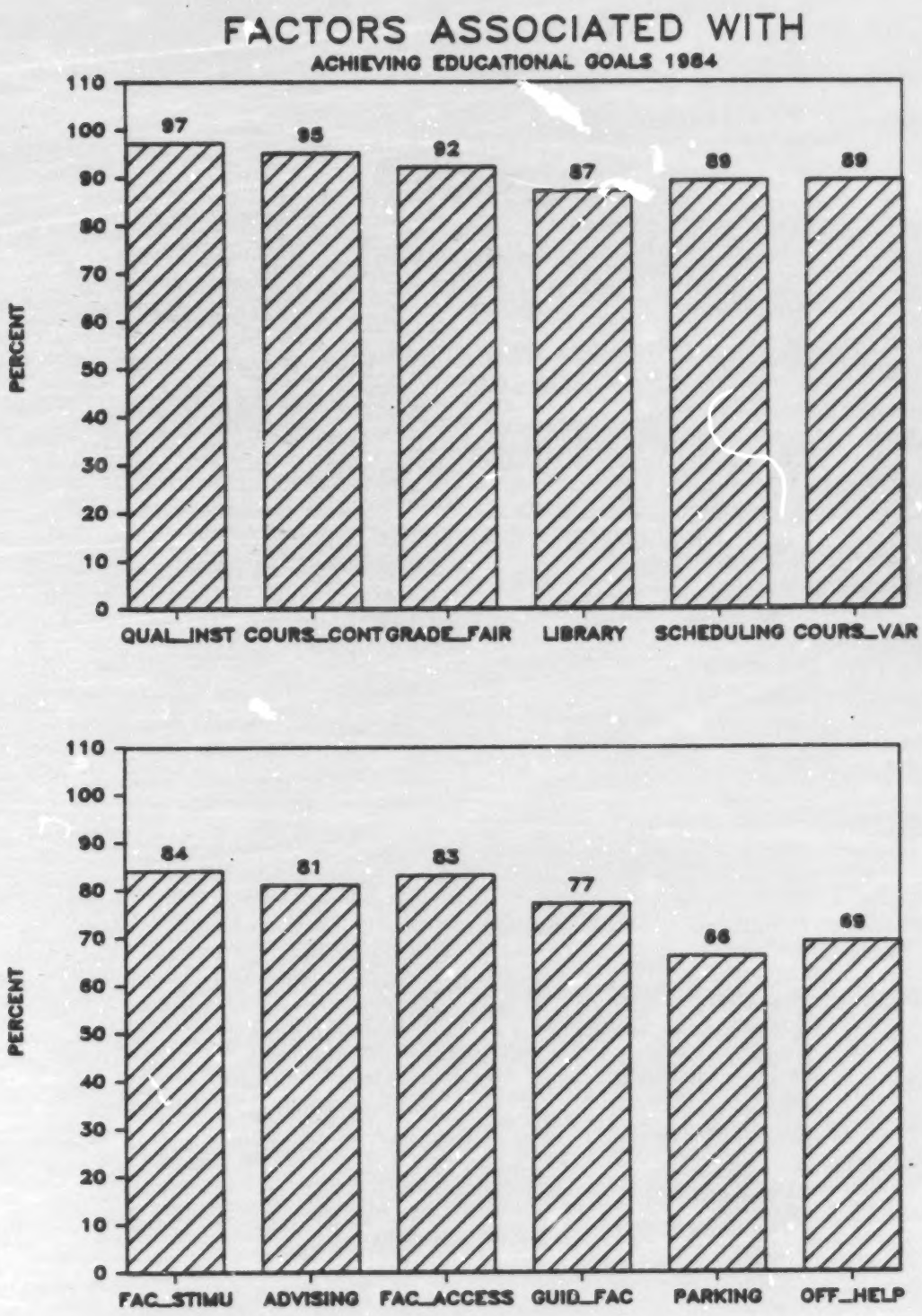

FACTORS ASSOCIATED WITH
ACHIEVING EDUCATIONAL GOALS 1984
PERCENT
110
100
90
80
70
60
50
40
30
20
10
0
97
95
92
87
89
89
QUAL_INST
COURS_CONT
GRADE_FAIR
LIBRARY
SCHEDULING
COURS_VAR
PERCENT
110
100
90
80
70
60
50
40
30
20
10
0
84
81
83
77
66
69
FAC_STIMU
ADVISING
FAC_ACCESS
GUID_FAC
PARKING
OFF_HELP

Figure 4.1

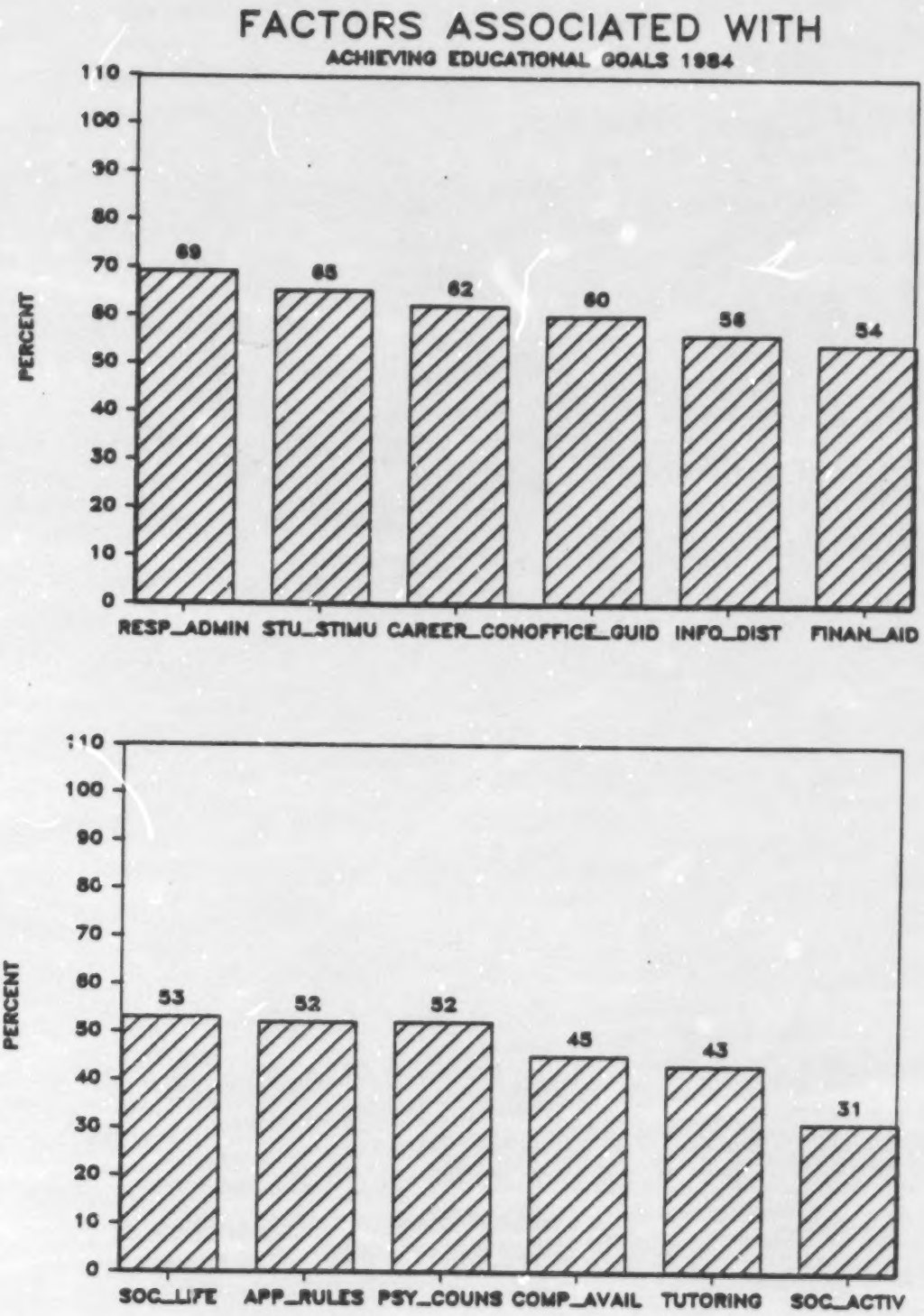

FACTORS ASSOCIATED WITH
ACHIEVING EDUCATIONAL GOALS 1984
PERCENT
110
100
90
80
70
60
50
40
30
20
10
0
69
65
62
60
56
54
RESP_ADMIN
STU_STIMU
CAREER_CON
OFFICE_GUID
INFO_DIST
FINAN_AID
PERCENT
110
100
90
80
70
60
50
40
30
20
10
0
53
52
52
45
43
31
SOC_LIFE
APP_RULES
PSY_COUNS
COMP_AVAIL
TUTORING
SOC_ACTIV

Figure 4.1

collegiate athletic programs (17.1 percent). Of course, while such things may not be very important to many or even most students, they do satiafy the needs and expectations of (for example) certain majors, academically underprepared students, and younger, on-campus student groups.

Another 11 factors fell between the two extreme clusters; these attracted the concern of a majority to two-thirds of the sample. They ranged in content from parking to financial aid to psychological counseling. In general, the middle and low clusters of 16 factors tended to address issues of support services and social life while, again, the top ten were related more directly to academic matters of curriculum, instruction, and faculty.

It seems clear from these importance ratings that CSU students are interested first in the process and content of classroom instruction and in the accessibility, stimulation, and advice of faculty. Of course, such things stand at the heart of learning itself, and it is reassuring to confirm that students' top priorities are motivated by such academic concerns. Given the largely nontraditional character of the CSU student population, it probably is not too surprising that almost 90 percent rated the convenience of class scheduling as an important (though mostly logistical) concern. On the other hand, the high importance accorded library services is yet another encouraging finding of an academic nature.

The differences between the 1981 and 1984 surveys were so few in number and so modest in degree that considerable confidence can be invested in both the rankings and the percentages, particularly for the most important items. To the extent that change did occur in the three-year period, the tendency was for students in 1984 to rate most items higher in importance than in 1981. For example, each of the following factors received net increases in the proportion of students rating it as an important or very important concern:

Factor	Median Difference	Percent Increase 1981-1984
Tutoring and basic skills services	.05	11.7
Adequate campus information	.27	10.2
Career guidance from Career Planning Office	.20	7.7
Availability of financial aid	.39	7.3
Responsive administration	.14	7.0
Opportunity to appeal rules and decisions	.19	5.7
Intellectual stimulation from other students	.11	5.6
Availability of career guidance from faculty	.11	5.0
Availability of career contacts through faculty and alumni	.13	4.8
Social and cultural activities and facilities	.16	4.0

Thus, it appears that students were more interested in support services in 1984 than in 1981. As the differences in median values suggest, financial aid and campus information received higher ratings from the full sample, while the increase for tutoring and basic skills services was probably concentrated among subpopulations in the sample.

Academic issues related to courses, instruction, and faculty are considered important by almost everyone. However, student groups often vary widely in terms of the importance they attach to support services and campus social life. Following are the major differences by student age and ethnicity:

- Younger, lower-division students tend to be both single and unemployed. They often have a more difficult time adjusting to a college reginen—academically, socially, and financially. As a result, such students usually express above-average concern for such things as tutoring services, campus social life and activities, athletics, and financial aid. Older students often attend part time, work, are married, and tend to be more interested in issues of convenience such as class scheduling and parking, although greater age per se is significantly related to a concern for intellectual stimulation, especially from faculty.

- Tutoring services, financial aid, and student counseling consistently were rated of greater importance to ethnic minorities than to White students. All ethnic groups tended to rate academic issues very high in importance; they varied only in their level of demands for certain support services.

Ratings of Campus Quality

Knowledge of what things students think are important to their educational experience is only half the picture. The other half involves how well the campus is doing in satisfying those needs and priorities. In essence, the SNAPS survey provided a sort of institutional and systemwide "report card" on the 26 issues touching on instruction, faculty, advising, support services, and social life.

Judging from the data in Figure 4.2, the institutional health of the CSU is at least "fair" in most areas, and "good" to "excellent" in many. Students gave library services, instructional quality, course content, and faculty accessibility the top four ranks in quality on their campuses. They also expressed generally positive support for the fairness of the grading system, the degree of intellectual stimulation received from faculty, course variety, and campus social life, among other things.

Some of the factors in Figure 4.2 are difficult to evaluate since there are a large number of "don't know" responses and a large number not responding at all. For example, although tutoring and basic skills services received the sixth highest rating, fully 40 percent of the sample offered no opinion on this item. Similarly, campus recreational programs and offices of career guidance received mostly positive ratings by those who evaluated their quality, but almost one-fourth and one-half of the respondents, respectively, had no opinion about them. In general, the most negative evaluations tended to be based on smaller samples, with the important exceptions of parking and class scheduling.

In addition to the three items noted above, nine additional factors received very high percentages of no opinion, together with relatively low ratings on quality: availability of computer facilities; psychological counseling services; career guidance from faculty; athletics programs; campus social activities; financial aid availability; responsive administration; availability of career contacts; and rules appeal procedures.

Of course, student perceptions of campus quality must always be evaluated in a broader context. In the first place, campuses may vary greatly in the relative emphases which they place on certain services in terms of time, effort, resources, etc. Second, independent measures of quality may offer different conclusions than ones based solely on student perceptions; the "real" quality of certain services may be higher or lower than their "perceived" values. Third, evaluations always require some comparative point of reference; quality ratings of high or low beg the question, *"Compared to what?"* Since expectations and ideal standards usually far exceed anything in the real world, it is probably encouraging that the percentage of "poor" and "very poor" ratings were usually given by less than one-fifth, and often less than one-tenth, of the sample.

In general, there tended to be less variance in ratings of perceived quality than in ratings of importance in both SNAPS surveys. There was a fair amount of consensus across student groups about how "good" or "bad" academic programs, support services or campus social life happened to be, whatever their relative importance. In many cases the variance was inflated because many students simply said they did not know or had no opinion about the quality of a particular item; if it was rated low in importance, there may be little reason to know or care about its quality.

Still, to the extent that significant subgroup differences on quality did appear, they tended to focus on the same items that produced variations in importance ratings. At least three patterns deserve mention:

1. Presumably, younger, full-time and lower-division students are more likely than older students to use campus services related to tutoring, financial aid, and social activities; they also rate the quality of such services more favorably than other students.

2. Similarly, the highest ethnic ratings of quality for such things as tutoring and financial aid occurred among groups known to use the services most frequently (i.e., Blacks and Hispanics).

3. The most persistent and pervasive ratings of low quality occurred among Asian students in both 1981 and 1984. The instructional program,

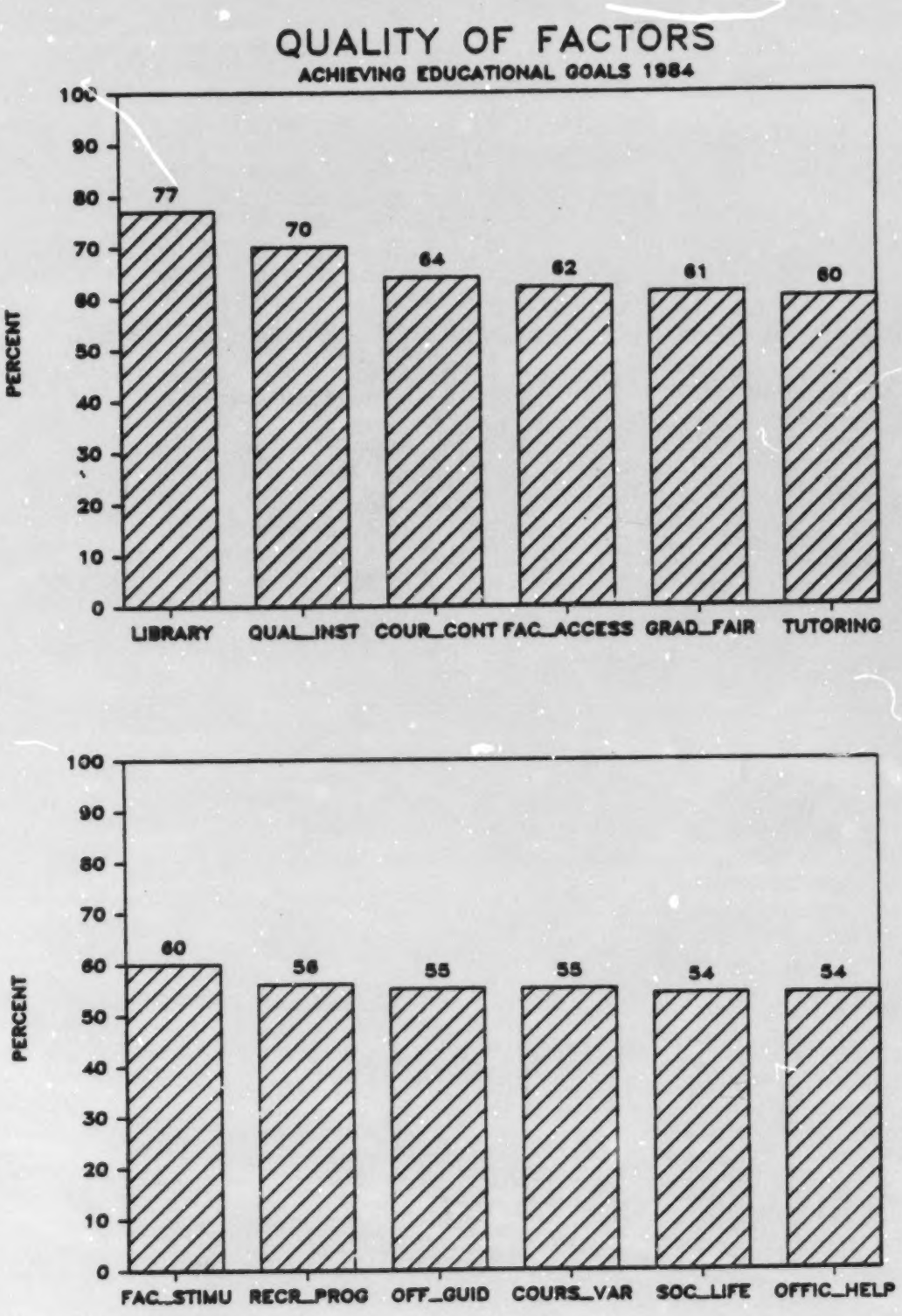
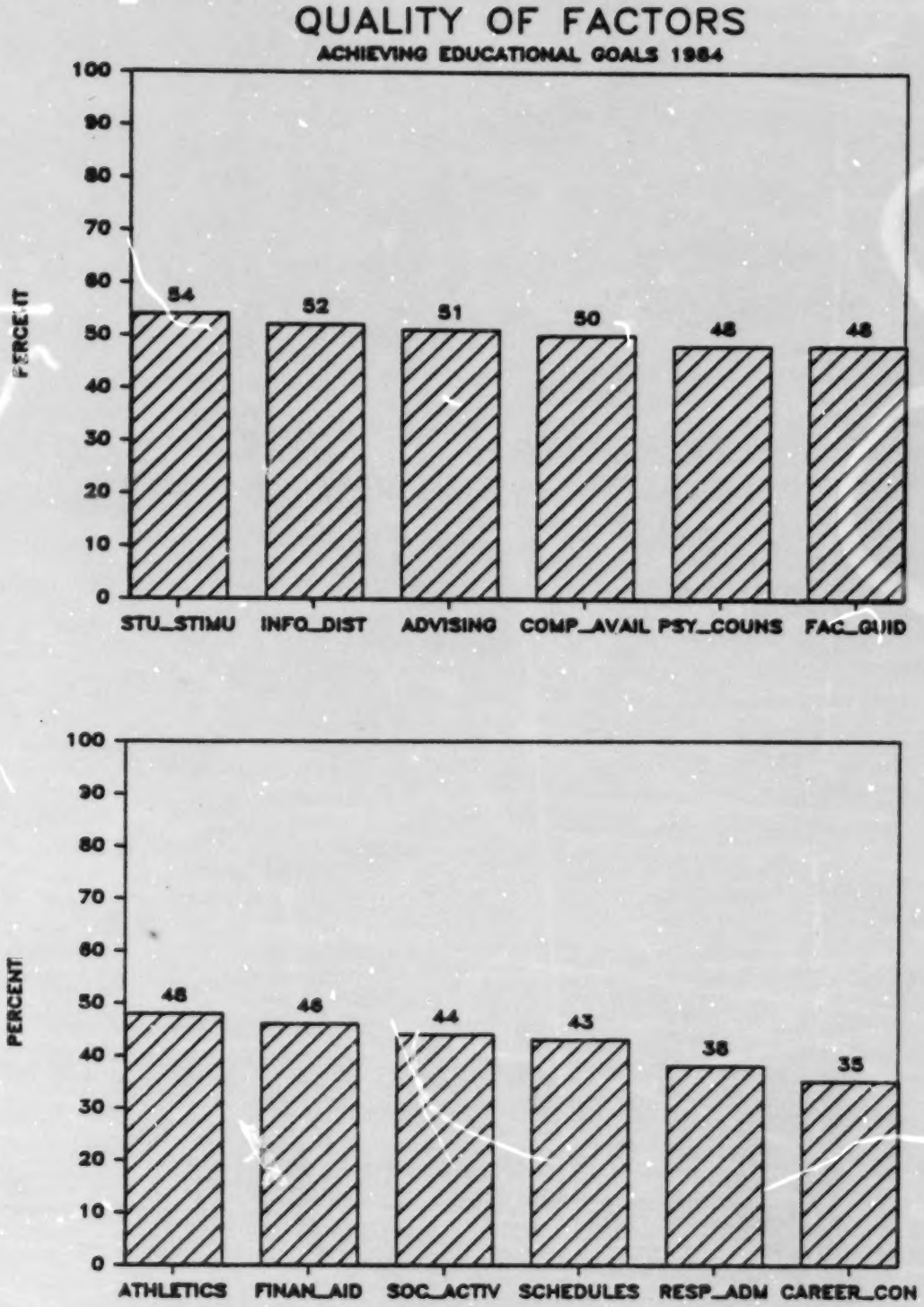

QUALITY OF FACTORS
ACHIEVING EDUCATIONAL GOALS 1984
PERCENT
100
90
80
70
60
50
40
30
20
10
0
77
70
64
62
61
60
LIBRARY
QUAL_INST
COUR_CONT
FAC_ACCESS
GRAD_FAIR
TUTORING
PERCENT
100
90
80
70
60
50
40
30
20
10
0
60
56
55
55
54
54
FAC_STIMU
RECR_PROG
OFF_GUID
COURS_VAR
SOC_LIFE
OFFIC_HELP

Figure 4.2


QUALITY OF FACTORS
ACHIEVING EDUCATIONAL GOALS 1984
PERCENT
100
90
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10
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54
52
51
50
48
48
STU_STIMU
INFO_DIST
ADVISING
COMP_AVAIL
PSY_COUNS
FAC_GUID
PERCENT
48
46
44
43
38
35
ATHLETICS
FINAN_AID
SOC_ACTIV
SCHEDULES
RESP_ADM
CAREER_CON

Figure 4.2

faculty, social life, and virtually all forms of support services were rated more negatively than the assessments provided by other ethnic minorities, and especially by Whites. More is said about this phenomenon in the final section of the report.

Again, it is also possible to examine any changes in quality ratings between 1981 and 1984. Based on their median quality ratings in the two surveys, fully 16 of the 24 comparable items showed differences of .10 or less. With only a few, relatively modest exceptions, student evaluations of institutional quality displayed a remarkable degree of stability across most issue areas. Still, a few items in 1984 showed improvement over their ratings in 1981, while others were evaluated less favorably than three years earlier. Following is a summary of the major changes based on the percentages who rated the factor as either excellent or good.

Positive Changes, 1981-84	Percent Increase
Intellectual stimulation from other students	9.4
Helpful and responsive office personnel	5.5
Tutoring and basic skills services	4.9
Career guidance from Career Planning Office	3.1

Negative Changes, 1981-84	Percent Decrease
Adequate campus information	-8.1
Accessibility of faculty	-7.5
Variety of courses offered	-7.2
Convenience of course scheduling	-5.5
Availability of financial aid	-5.1
Opportunity to appeal rules and decisions	-3.0

The comparative ratings suggest a rather mixed verdict. On the one hand, intellectual stimulation from other students has increased, campus staff appear more helpful, and tutoring services have improved. On the other hand, students indicate that information distribution, faculty accessibility, course variety, class scheduling, and financial aid availability have all declined in quality. Despite these few shifts in student sentiment, the overwhelming pattern is one of stability and consistency across the two surveys despite the slightly different mix of participating campuses. It is worth noting that, once again, the most significant factor among all of those listed — the quality of instruction — received *exactly* the same high quality rating in 1984 as in 1981.

Overall Student Satisfaction

At the end of the questionnaire, students were given the opportunity to provide a sort of summary assessment of their campus experience. They were asked to respond to the following statement: "I am pleased with my overall experience on this campus." The percentage responses for the 1981 and 1984 administrations were as follows:

	1981	1984	Percent Difference
Strongly Agree	14	14	0
Agree	63	58	-5
Disagree	11	8	-3
Strongly Disagree	2	2	0
Undecided	10	18	8
N	8,193	11,216	

Thus, the same percentage of students (14 percent) strongly agree with the statement that their overall campus experience has been positive. However, the percentage who merely "agree" with the statement declined by five percentage points in the three-year period. If the first two responses are combined, fully 72 percent of the students in the 1984 sample expressed generally positive evaluations concerning their overall educational and social experiences on campus. Although this is somewhat below the 1981 "approval" rating of 77 percent, it is still well within the range of responses usually given by students in similar surveys (i.e., between two-thirds and three-fourths positive ratings).

Moreover, the negative response of "disagree" actually declined by 3 percent and the "strongly disagree" option remained at a very low level of 2 percent. The greatest change occurred among those who were undecided about their feelings toward their educational environment, where the percentage nearly doubled. In short, about seven out of every ten students in the CSU are generally satisfied with what their campus has to offer, only one in ten seem to be dissatisfied, and two in ten are ambivalent.

The general pattern of these findings is not really surprising. Despite persistent complaints about such things as advising, class scheduling, bureaucracy, fees, and parking, college students everywhere tend to reflect a population that is optimistic and confident. They seem to understand and appreciate the many rewards associated with college attendance, long term and short term, personal and social, as well as intellectual and financial.

Surveys like SNAPS of matriculating students tap a middle ground of student sentiment between those who will get degrees and those who may leave, often without fulfilling their major goals. Still, there were very few pockets of above-average dissatisfaction. As was true of so many other broad indicators of student satisfaction in the SNAPS study, the pattern across almost all student groups was one of consensus. The roughly 70-10-20 percentages of satisfied, dissatisfied, and undecided students held across almost all categories of class level, student major, sex, unit load, campus size, and marital and employment status. As in 1981 the two exceptions worth pointing out concerned ethnicity and age; there was a slight tendency for Asian students to be less satisfied than other ethnic groups and for older students (e.g., over age 35) to be more satisfied than students generally.

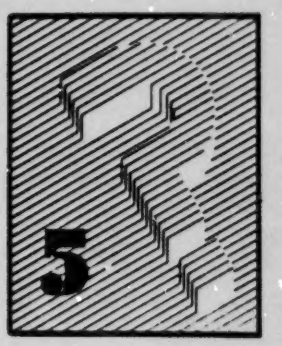
One of the most consistent patterns in the 1981 and 1984 data was the strong positive relationships between the perceived quality of academic instruction, support services, and social life on the one hand, and overall satisfaction with one's campus experience on the other. The higher students evaluated items in each of these categories, the more satisfied they were in general. And since instructional quality was the most important concern of CSU students, it was not surprising that its perceived quality produced the strongest relationship to overall satisfaction among any of the 26 items.

Some broad themes might be extracted from data of this nature as well as from additional data reported in the larger study. *First*, there is no doubt that overall student satisfaction depends primarily on the quality of interaction with faculty and the content of classroom instruction; secondary factors include the quality of student-to-student interaction, both intellectual and social. *Second*, student perceptions of the things which are important or unimportant to them seem to be only weakly related, at best, to their qualitative correlates of general satisfaction. The quality of a few factors which students claim to care about deeply (library, scheduling, advising, parking) seem not to have much impact on their general levels of satisfaction. *Third*, many of the more specialized campus programs and services (recreational and athletics programs, psychological counseling, financial aid) may be of great importance to some student groups, but neither their quality nor their scope is great enough to affect overall satisfaction; the quality of more broadly based services, such as tutoring and social activities, appears to have greater effects on systemwide satisfaction levels, regardless of their perceived importance.

Student satisfaction with their overall campus experience seems to rest, therefore, on the quality of four general types of institutional influences:

- Instructional quality, course content, classroom processes;
- Faculty accessibility, stimulation, and advice;
- The quantity and quality of student interaction including social activities, cultural programs, and other organized co-curricular programs offered through the university;
- Student support services such as academic, financial, health, and counseling.

Of course, the important point here is that the quality of academic concerns (namely, curriculum, and faculty) is of paramount importance to CSU students. And while many types of support services make specific, short-term contributions to student satisfaction (or dissatisfaction), the more general social and intellectual environment of the campus appears to be of even greater importance in promoting a broader sense of attachment to and identification with the institution.



Educational Obstacles and Student Retention

In addition to providing demographic information about CSU students and data related to students' educational goals and satisfaction levels, the 1981 and 1984 SNAPS surveys placed a heavy emphasis on retention-related issues. Educational obstacles, student fees and finances, workload decision, class scheduling, advising, transfer plans and motives, institutional shortcomings and campus reforms were all investigated in an attempt to learn more about student attrition and retention. Although a considerable amount of aggregate data exists in the system on this topic, the SNAPS files represent the prime sources of comparative motivational data on the subject.

Explanations of student attrition have tended to be one of four general types: demographic, psychological, academic, or institutional. The SNAPS surveys are useful for addressing all four types of explanations, although no attempt will be made to determine their relative weights in any statistical sense. Rather, the general issue is simply whether students leave college because they are being "pulled" away by cultural, social, economic, or personal forces over which they (and especially the institutions) have little or no control, or whether they are being "pushed" away by academic and institutional policies related to scheduling, instruction, faculty, fees, and support services.

The following topics are covered in this section:

- **Background Notes** — an inventory of campus and systemwide initiatives in the area of student retention since the mid-1970s.
- **Educational Obstacles** — an investigation of the types of obstacles students encounter in their educational pursuits, together with an evaluation of the specific reasons given for leaving college.
- **Student Finances** — an examination of the level of student concern about fees and its relationship to decisions concerning unit loads and continued enrollment generally.
- **Transfer Plans** — analysis of student intentions to remain in or transfer out of the CSU, who may leave, why, and where they plan to go.
- **Campus Reforms** — student preferences concerning a wide range of possible campus reforms including scheduling, financial aid, academic programs, advising, housing, and support services.

Background Notes

Before turning to the SNAPS data, it is important to gain an understanding of the context within which the issue of student retention has been addressed in the system. A comprehensive 1979 retention study identified about 50 reports on student attrition conducted by the 19 campuses during the mid- to late 1970s. The last few years have witnessed dramatically increased levels of research (quantitative and qualitative) along with some other important changes.

For example, attrition research appears to be less related to enrollment pressures than was true in the 1970s. Because student retention has stimulated an enormous amount of research and programmatic attention in recent years, almost everyone seems interested in the issue, enrollment and budgetary implications aside. Since 1979, at least six additional CSU campuses have initiated university-wide task forces to study the problem and develop recommendations for action. These studies, like several earlier ones in the system, tend to be comprehensive in scope, although there is wide variation in their quality and methodological rigor.

For the most part, the findings and recommendations of the campus task force reports present few surprising conclusions or innovative solutions. However, the post-1979 studies do appear to be more sophisticated in research design and methodology, and more practical and resource conscious in making recommendations for action. The studies indicate the following:

1. The sources of student attrition are mostly extra-institutional in origin; the campuses have apparently accepted the notion that neither the student nor the institution has necessarily "failed" when a student chooses to leave.

2. Attrition rates always exaggerate the nature and extent of the problem. Many students merely transfer to other institutions; others return to the original campus at a later date. Still others had no intention of getting a degree in the first place.

3. Almost without exception, these later studies on retention are more modest and realistic than earlier ones in making recommendations for addressing the problem. Quite often, the major conclusion is that there is no problem — i.e., campus attrition rates are no better or worse than one might reasonably expect given what is already known about the topic. Earlier studies usually suggested that the campus do more and spend more in an effort to "solve" the problem. The post-1979 reports tend to conclude that some attrition is unavoidable and probably even desirable, and that major new initiatives are unwise in an era of constrained resources. Accordingly, the list of "things to do" about attrition are much shorter, more limited in scope, more specific, and less costly.

In addition to the studies conducted by campus task forces and university-wide committees, the campuses have also been active in conducting surveys and performing aggregate analyses of student computer files. At least ten campuses have provided evidence of student tracking using data files from the student enrollment reporting system, and the same number can point to campus surveys conducted since 1979 (again, the quality of such efforts is uneven). At least six of the 12 SNAPS campuses from 1981 seemed to have made major use of that data file in conducting retention research. Campus studies since 1979 appear to have taken increasing note of the gargantuan research literature on the subject and to be increasingly attentive to the need for longitudinal and cohort data in conducting retention research.

Like most institutions of higher education, all CSU campuses offer the standard array of educational and social support services, many of a rather specialized nature, to address the unique needs of specific student populations (freshmen, women, adults, transfers, athletes, evening students, commuters, minorities, the disadvantaged, probationary students, and so forth). Some of these services are provided by administrative units in Academic Affairs or Student Services. Some are based in schools or in academic departments. Some services are provided exclusively by Offices of Student Affirmative Action, Educational Opportunity Programs, Learning Resource Centers, or shared among them.

Even the list below is hardly exhaustive of the retention services (broadly defined) available to students in the system, but it probably is representative of the range of programs which exist on almost every campus, large or small, urban or rural, commuter or residential. Despite the acknowledged student, programmatic, and environmental heterogeneity of the system, the most striking feature about student support programs and services among the campuses is their homogeneity in structures and procedures. The traditional services include:

Financial Aid
Orientation Activities/Courses
Career Advising and Placement
Tutoring/Basic Skills Development
Veterans' Services
Women's Centers
Social/Cultural Events
Student Health Services
Faculty/Peer Mentor Programs
Remediation Courses/Workshops
Diagnostic Testing
Academic Advising
Peer Counseling
Personal Counseling
Housing
Student Clubs
Adult Re-entry Services
Handicapped Student Services
Summer Bridge Programs
Recreation/Intramural Sports

In addition to this traditional array of academic and social support services offered by all campuses, some have implemented special retention-related programs not universally available. Some programs represent totally new departures for a campus. Others point to a redirection of emphasis or expansion of older programs.

Innovative approaches to retention often represent academic fads as much as anything else, but a few may be long term. Computer-assisted academic advising is slowly working its way into the system, although trailing some of the general career advising packages. Many campuses are experimenting with school and discipline-based advising programs as alternatives to traditional departmental and university advisement. Mandatory advising policies are becoming more common, together with requirements for earlier declarations of degree and career objectives.

Summer orientation programs are mentioned more prominently than before, and programs for honors students are achieving wider acceptance. Virtually every campus is attempting to develop remedial courses and basic skills workshops. Faculty mentor programs and peer tutoring are becoming more widely diffused in the system. Increasingly, the campuses speak in terms of early warning systems, enrollment management, and predictive computer models as the technical aspects of studying retention become more sophisticated. Finally, almost every campus has at least one or two student groups for whom it has made special efforts: for example, Indians at Humboldt, refugees at Fullerton, the disabled at Northridge.

Clearly, there are more services available to more student groups today than at any time in the system's history. Yet, the proliferation of services has not been matched by dramatic improvements in retention rates. It is quite possible, of course, that the two phenomena are only weakly related, at best. Attrition and retention rates (particularly for categories of high-risk students) have shown amazing stability across five decades of every type of institutional environment; in a sense, gross rates and patterns of human behavior, when based on very large populations, tend to assume a life of their own, quite apart from the modest short-term interventions of a social or academic nature. In short, *retention is only one goal of student support services and may not be the most important one.*

Educational Obstacles

In both 1981 and 1984, students were asked to indicate whether campus-related factors or external factors (or neither) presented the greatest obstacle to reaching their educational goals. The overall percentages were nearly *identical* for the two administrations of the survey:

	Percent
Campus-related factors (such as course variety, scheduling, instructors, support services, etc.)	25
External factors (such as family obligations, job, finances, personal problems, etc.)	40
I do not see any obstacles to completing my education	35

As noted in 1981, even when students are offered an explicit opportunity to "blame" the institution for stopping or dropping out, only one in four is prepared to do so. Apparently, students are more likely to be "pulled" away from their studies by personal circumstances and external forces than "pushed" away through poor instruction or inadequate support services. And about one-third of the sample was relatively unconcerned about either category of obstacles.

The question was probably one of the most important ones in the entire survey, and the general findings were consistently reinforced across categories of campus size and type, as well as student class level, age, sex, unit load, and employment status. In other words, the basic pattern of 25, 40, and 35 percent (for campus factors, external factors, and none, respectively) changed very little across a wide range of sub-populations. Of course, as might be expected, there was a slight tendency for older, part-time, and employed students to cite external obstacles more often than others, although class level per se had almost no influence on the responses to this item.

Student ethnicity, however, did produce some moderately interesting differences, and the pattern was the same as in 1981. Asian students were somewhat more likely than other ethnic groups to be critical of campus factors, and Hispanics tended to cite external factors with somewhat greater frequency. All ethnic minorities were less likely than Whites to say that they saw no obstacles to completing their education. Perhaps the most significant

PERCEIVED REASONS FOR
LEAVING SCHOOL
PERCENT
0
10
20
30
40
50
60
36
41
30
44
23
23
18
24
16
22
LACK_INT
FINAN_PROB
TIME_CONF
EMOTION_UNP
ACAD_UNP
1981
1984
16
23
14
23
13
0
9
14
9
8
BAD GRADES
BURNOUT
DON'T KNOW
PERS_PROB
PROG_SHORTC
1981
1984
0
7
6
2
4
3
2
3
GEOG_LOCAT
EDUC_UNNEC
INST_SHORTC
TRANSP_PROB
1981
1984

Figure 5.1

finding is that, with the exception of Asians, the percentage of students citing campus-related obstacles to completing their education almost never exceeded 25 percent for any group of students. Still, this number does represent a significant minority for whom the institution itself is of critical importance in retention.

Motivation is always difficult to address in a survey format. Indeed, respondents often find it difficult to identify their "true" motives, even when presented with a list of alternatives. As one means of "depersonalizing" the issue of motivation and perhaps eliciting more "objective" assessments about students' reasons for leaving a campus, the survey posed the following question: "In your opinion, what are the *main* reasons students on this campus drop out of school?" Students were presented with a list of 13 possible reasons and asked to mark no more than two options. The responses are shown in Figure 5.1.

In 1981 "shortcomings of the academic programs" and "shortcomings of the institution" were chosen as reasons for leaving by only 9 and 4 percent, respectively. In 1984 the precentages were nearly identical. Again, students seem either unwilling or unable to identify institutional sources of educational obstacles. Rather, in both surveys the obstacles cited most often focused on maladaptive psychological characteristics of students, poor levels of academic preparedness, and external demands of time and finances. Students are more likely to blame themselves or their environment generally than anything endemic to the campus or higher education.

For the most part, the percentage differences among ethnic groups on reasons for leaving varied only slightly, with a few exceptions. For example, 22 percent of Blacks identified personal problems compared to 12 percent among Whites. Twenty-six percent of Whites checked emotional unpreparedness of students compared to 17 percent of Asians. Financial problems produced the widest discrepancies by ethnic group — 61 percent among Blacks compared to 42 percent among Asians.

Student Finances and Enrollment

Given the importance of the continuing debate surrounding student fees and their possible enrollment consequences for the system, several questions in the SNAPS study may be informative. One question simply asked students if they were concerned about financing their college education. The data in Figure 5.2 show the percentage responses for 1984 compared to those for the identical question in 1981 when fees were much lower. Obviously, fee increases apparently have had only a very modest effect on degree of financial concern among students overall. The same percentages report being "very" or "extremely" concerned (to the point of possibly leaving school), while 3 percent more are "somewhat" concerned in 1984. Thus, about one-fourth of the students in the 1984 sample report feeling a rather severe financial squeeze, while about one-third remain relatively unconcerned about college finances.

The data suggest that all of the following groups tend to express greater than average concern about school financing: students who are lower division, younger, single, full time, not employed, and of an ethnic minority. Such students were also more likely to have stated transfer intentions and to have listed external (as opposed to campus) barriers to reaching their educational goals. The strongest bivariate relationship emerged on ethnic status. Blacks, Hispanics, and to a lesser extent Asians, were two to three times more likely than Whites to be concerned about financial costs (Figure 5.3). Otherwise, the maximum sub-group variations for class level, unit load, age and employment status were rarely more than ten percentage points; the "extremely concerned" category almost never exceeded five percentage points for any group. In general, the dominant pattern is for degree of financial concern to be most heavily concentrated among young students and ethnic minorities.

When asked how increases in CSU student fees had affected them, 8.5 percent of the respondents said that they had decided to take fewer units per term to reduce the cost; 23.5 percent said that they were taking more units per term to finish school earlier; and 68 percent said their unit load had not been affected by the higher costs. In order to reduce costs, the 8.5 percent of the students would have had to cut their load to below six units per term, while nearly one-fourth reported taking more units. It appears likely, then, that average student loads and overall FTES might have increased as a result of higher fees, at least in the short run. Indeed, the average unit load in the CSU rose from 11.37 in 1980-81 to 11.56 in 1983-84.

Some rather significant differences by class level characterized student reactions to higher fees. For

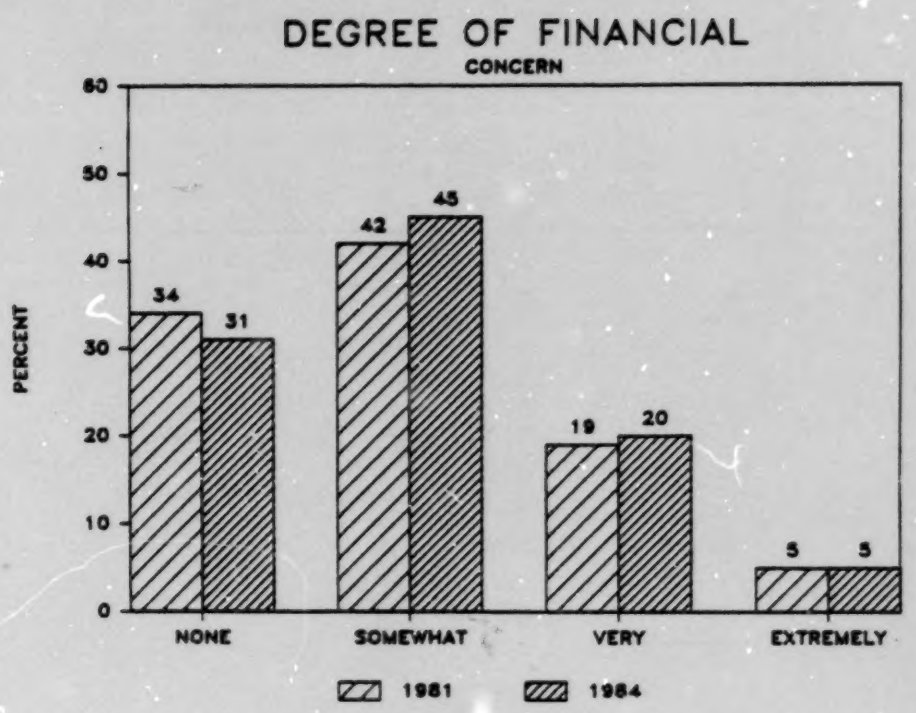


Figure 5.2

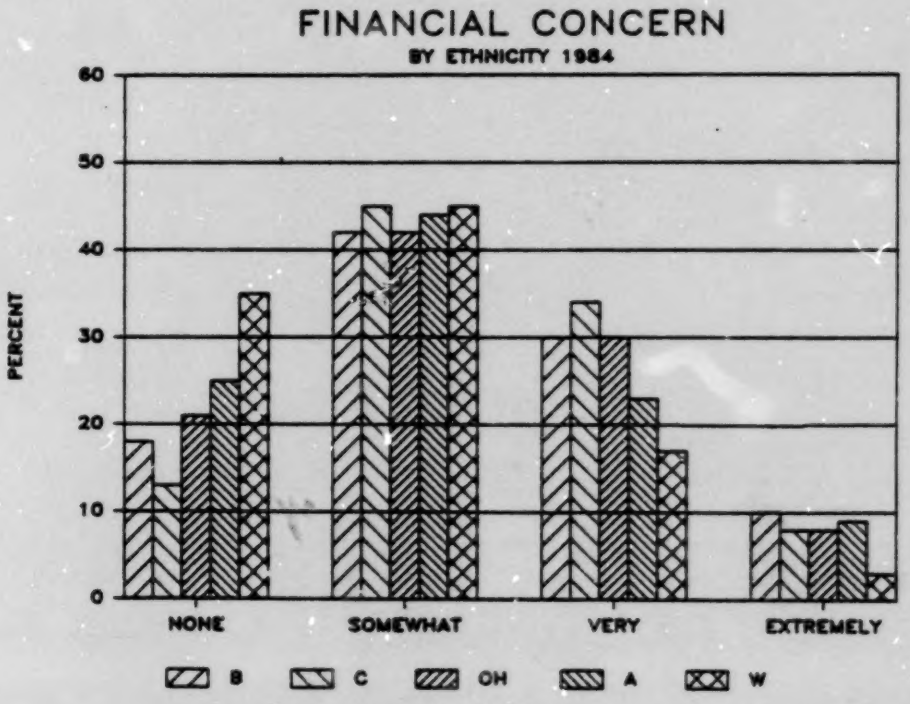


Figure 5.3

example, graduate students were much more likely to be taking fewer units as a result of the fee increases, while seniors (especially) indicated that they were taking more units to finish earlier. The data also show that the behavior of all ethnic minorities was more sensitive to fee increases than that of Whites; Asians and Blacks, in particular, were more likely to be affected, sometimes increasing unit loads, and sometimes decreasing them.

Students were also given the opportunity to evaluate a list of ten factors which might determine the number of units taken per term. They could check as many as applied. Their percentage responses for both 1981 and 1984 are shown in Figure 5.4.

Five reasons turned out to be fairly important considerations for most students in both years: grades, class scheduling, job demands, program requirements, and graduation timetable. Another four were considerably less important: family responsibility, financial aid rules, advisor recommendations, and personal finances. Very few students said that they just take whatever seems interesting.

It is not surprising that both academic and practical considerations were marked by one-half to two-thirds of the students; workload is, in fact, a multifaceted decision which invariably involves grades, daily schedules, convenience, and graduation plans. It may be surprising to some that both finances and advising play such relatively minor roles in such decisions. Below is a brief summary of the major subgroup variations across the major items:

Workload Considerations	More Important For:
Grades	Lower-division and full-time students
Class Scheduling	Part-time and employed students
Job Demands	Graduate, part-time, employed students
Program Requirements	Upper-division and graduate students
Graduation Timetable	Upper-division and full-time students
Family Responsibilities	Older and part-time students
Financial Aid	Younger students and ethnic minorities
Advising	Black and Hispanic students
Finances	Black and graduate students

In addition to the effects on unit load, students were also asked in 1984 how higher fees might affect their plans for continuing enrollment (Figure 5.5). Two percent indicated that they would have to leave school as a result; 17 percent said that they may have to drop out for a while; and the remaining 81 percent said that the higher costs probably would not affect their attendance. With only minor variations, these percentages held across all categories of class level, age, employment status, and sex. The ethnic differences were slightly more pronounced, with minority groups more likely than Whites to consider leaving.

Transfer Plans

One means of extracting behavioral implications from survey data is to ask questions which convey explicit behavioral intentions. Students were asked if they planned to transfer to another college or university before graduating from their current degree programs. Eight percent said "yes," another 15 percent said "possibly," and 77 percent indicated no plans to transfer (Figure 5.6). These percentages are nearly identical to those obtained in the 1981 survey (9, 16, and 75 percent, respectively). Of course, it is not known how many actually do leave their current campus, but such data are suggestive of the types of students who may leave and of their reasons for doing so.

Student intentions to transfer bear virtually no relationship to either campus size or type. Thus, although student retention and graduation rates vary widely by individual campus in the CSU system, such differences probably should not be attributed either to campus size or to the type of academic calendar. Rather, the data suggest that explanations for student attrition be sought in the character of the campus as an institution (e.g., its admissions policies, academic standards, and demographic characteristics).

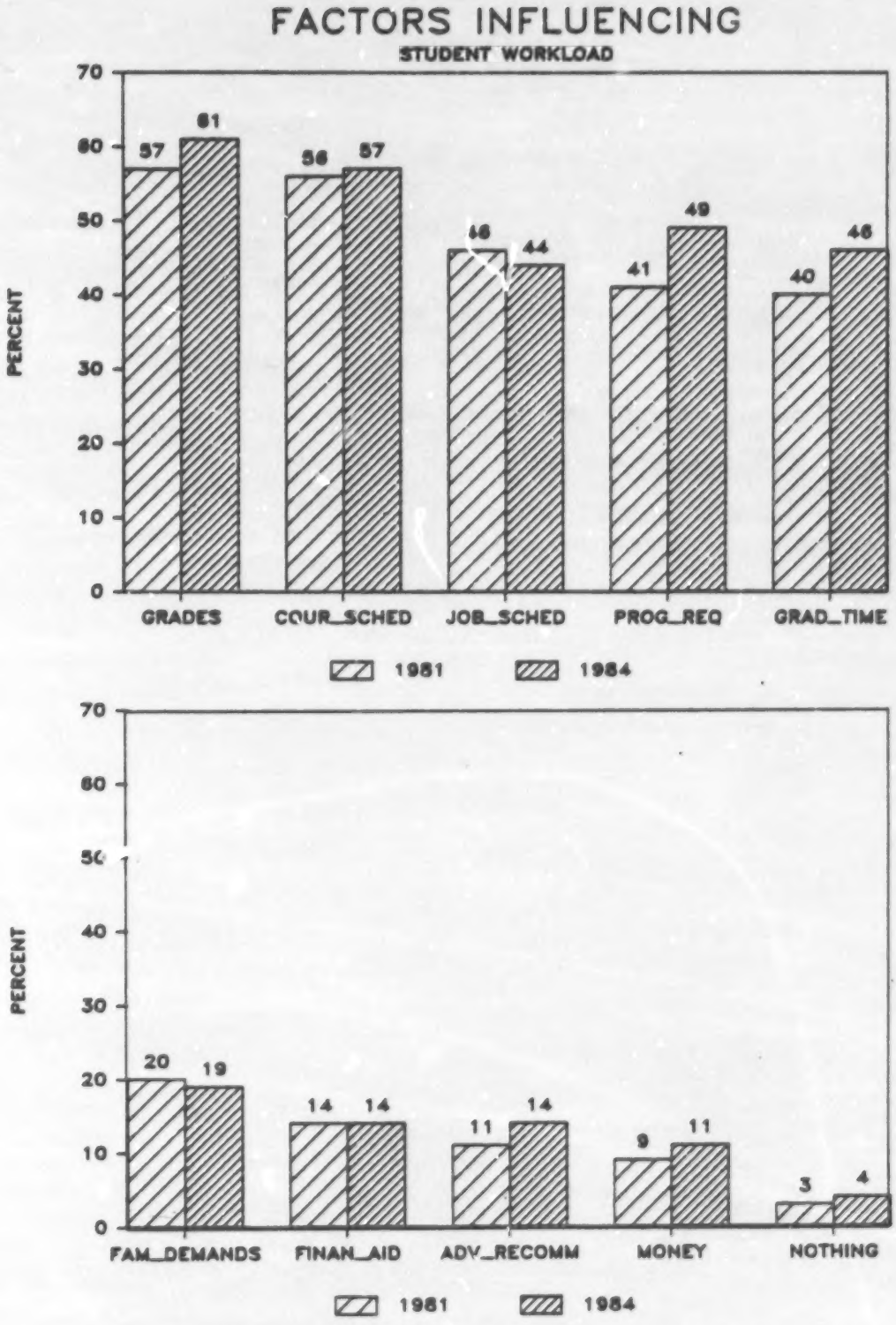

FACTORS INFLUENCING
STUDENT WORKLOAD
PERCENT
70
60
50
40
30
20
10
0
57
61
56
57
46
44
41
49
40
46
GRADES
COUR_SCHED
JOB_SCHED
PROG_REQ
GRAD_TIME
1981
1984
PERCENT
70
60
50
40
30
20
10
0
20
19
14
14
11
14
9
11
3
4
FAM_DEMANDS
FINAN_AID
ADV_RECOMM
MONEY
NOTHING
1981
1984

Figure 5.4

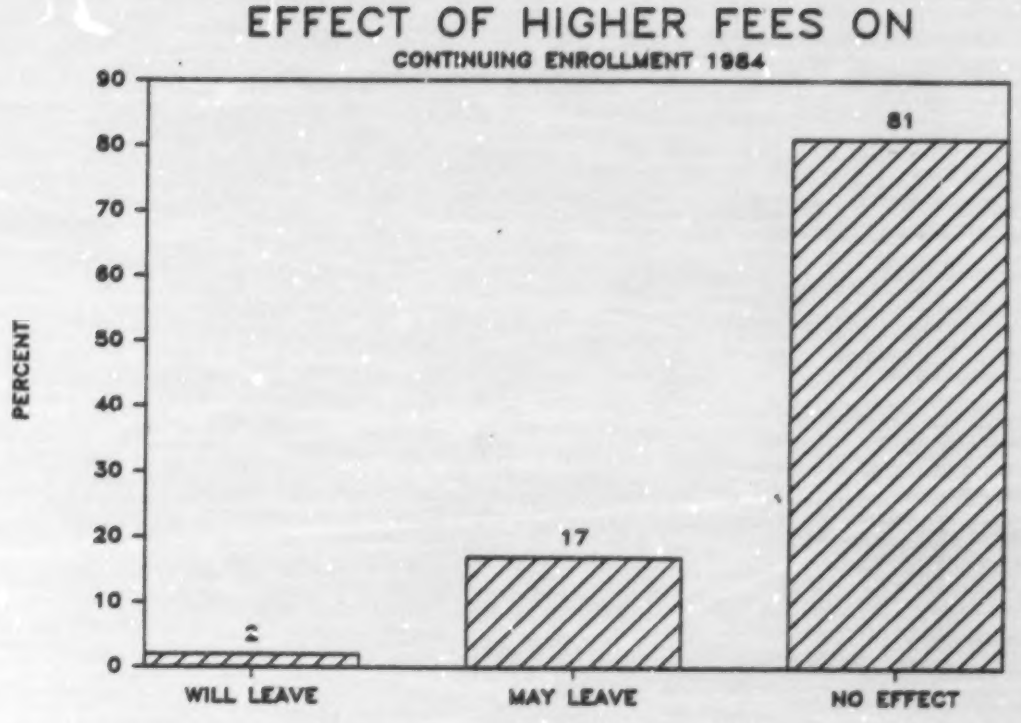


Figure 5.5

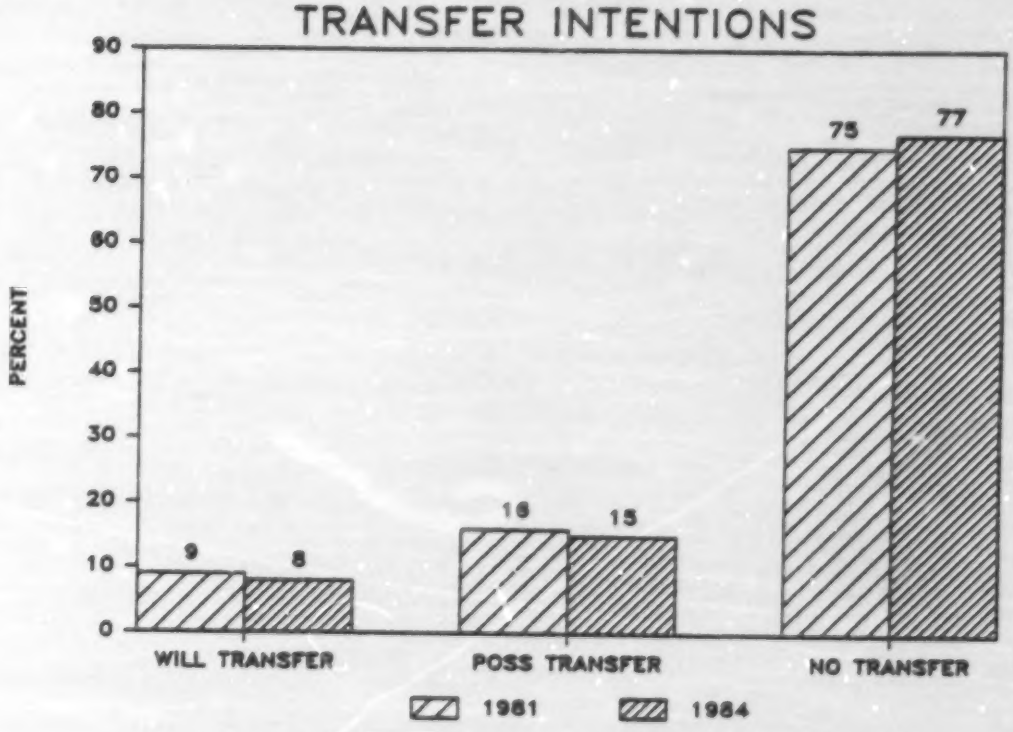


Figure 5.6

Several decades of research on student attrition indicate that the first two years of college produce the highest rates of withdrawal. In the CSU, about 25 percent of entering freshmen leave the system after the first year, and an additional 15 percent withdraw after two years. The psychological antecedents of such behavior are clearly reflected in the data on class standing. Almost one-fourth of the freshmen in the sample had definite transfer intentions; another 35 percent were considering transfer. On the other hand, fully 78 percent of the juniors and 92 percent of the seniors planned to stay at their current campus. Student age and its correlate, class level, are therefore the strongest predictors of transfer intentions. Student sex, unit load, and employment status bear almost no relationship to such intentions. In general, the more "ties" that one has to both the campus and the immediate physical environment, the less likely transfer becomes.

A second, more modest indicator of potential transfer behavior is student ethnicity. Asians are slightly more likely than students of other ethnic groups to indicate a willingness to transfer; Whites appear least likely to transfer.

In fall 1983, 3,259 of the undergraduate students who left a CSU campus transferred to another campus in the system, compared to 917 who enrolled in the University of California. Thus, a "loss" to an individual campus may not not necessarily be a loss to the 19-campus system generally. Thirty-six percent of the students in the SNAPS sample who had *definite* transfer intentions (N = 1,220 or 8 percent of the total) planned to move to another CSU campus; 30 percent planned to enter the University of California system; and 14 percent planned to enter a California community college. The remaining potential transfers planned to go to an in-state private school (2 percent), go to school out of state (13 percent), or seek "other" educational opportunities (6 percent).

Students who had definite transfer plans were also asked to identify their reason for leaving their current campus. Seven categories of possible motivations were provided. In 1981, the students were instructed to mark no more than two responses; in 1984 they were asked to mark only one, so the percentages across time were not comparable. The 1984 findings are shown in Figure 5.7.

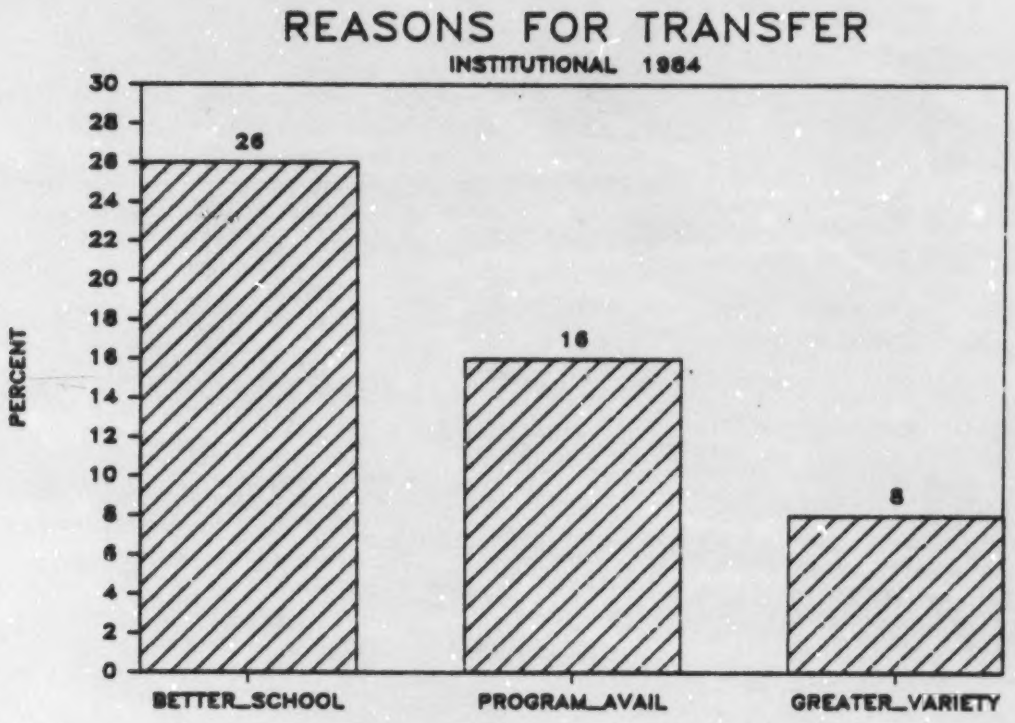
Most of the reasons provided are quite practical in nature (to get an advanced degree, relocation, convenience, etc.). Indeed, fully 50 percent of those planning to transfer said they were doing so for reasons over which the institution had little or no control. The remaining 50 percent of potential transfers planned to leave in order to enroll at an institution with "more" to offer (courses, programs, support services, reputation, prestige). The net result is that only about 4 percent of the students in the sample planned to leave a CSU campus in order to obtain more or better services elsewhere, and of these, about one-third might be expected to remain somewhere in the system.

It might be argued that large campuses often have more to offer students than small campuses (in terms of course and program variety, academic support services, equipment, social activities) and often carry greater prestige. However, potential transfers from small campuses gave nearly identical responses to the list of possible motivations as students from large campuses. It appears that CSU students do not leave small campuses in disproportionate numbers in order to seek more programs, services, or prestige; rather, they tend to leave for the same reasons and in roughly the same proportions as students in the system generally.

Transfer motivations are also related to student age and its correlates, such as unit load and employment status. Older, employed, and part-time students tend to transfer for reasons of relocation, convenience, and the opportunity to seek advanced degrees. Younger students are more likely to leave in order to obtain more variety in their educational experience or simply a professed "desire for change." For example, 32 percent of the students under age 21 said they planned to leave for another institution that has "more to offer," compared to 14 percent of potential transfers over age 30. And while 21 percent of those under age 21 expressed a desire for change, only 5 percent of those over 30 cited that as a reason to leave their current campus.

Campus Reforms

The 1981 and 1984 surveys provided a nearly identical list of 17 specific actions which an institution might take to help reduce or eliminate any educational obstacles which the student might have previously identified, whether campus or externally related. In 1981 students were instructed to mark no more than three responses; in 1984 they could mark as many as applied. In addition, the 1984 question was broader in intent and open to all respondents. Here is a comparison of the questions:


REASONS FOR TRANSFER
INSTITUTIONAL 1984
PERCENT
26
16
8
BETTER_SCHOOL
PROGRAM_AVAIL
GREATER_VARIETY

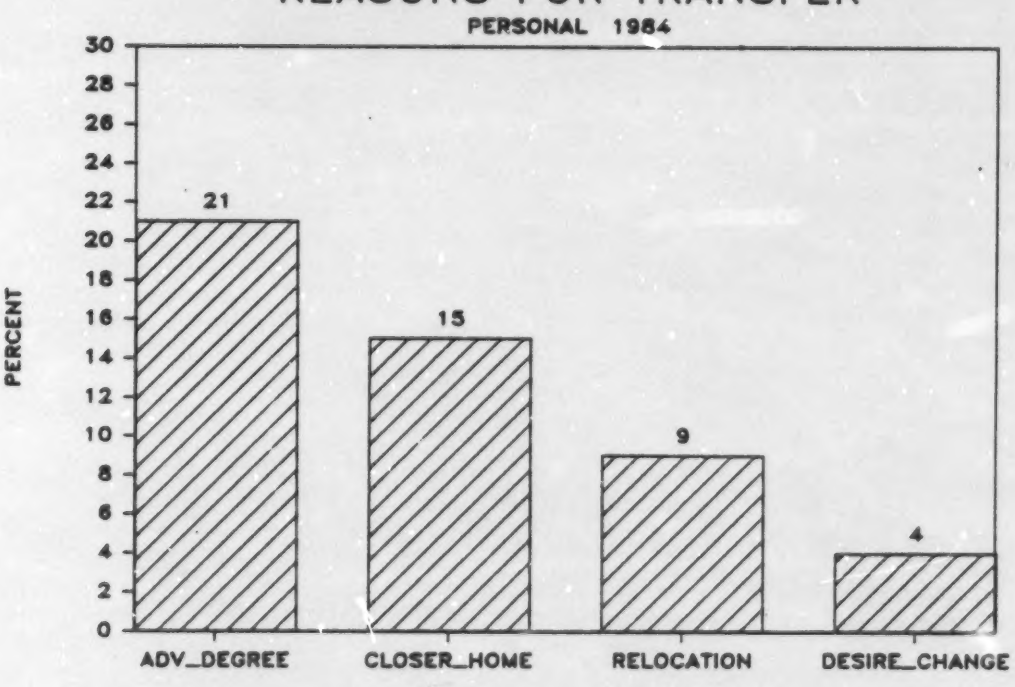

REASONS FOR TRANSFER
PERSONAL 1984
PERCENT
21
15
9
4
ADV_DEGREE
CLOSER_HOME
RELOCATION
DESIRE_CHANGE

Figure 5.7

1981: "What could the campus do to help in eliminating any obstacle you marked in Question 9? (If you marked that you did not see any obstacle, *skip this question.*)"

1984: "What could the campus do more effectively to help you reach your educational goals?"

The 1984 rankings were a bit different, no doubt in part because of the changes in question format noted above. Instructional quality, class scheduling, course variety, and academic advising emerged as the most frequently mentioned reforms in the latest survey (Figure 5.8). However, if the items are viewed more broadly as clusters of high, medium, and low concerns, the rankings are actually quite similar. The top seven items in 1981 were among the top seven in 1984, despite variations in rank; the bottom six in 1981 appeared again in 1984, with the exception of library services.

Whatever the specific rankings and percentages, it seems fair to conclude that CSU students generally in both samples would most like to see campuses improve or increase services related to instructional quality, class scheduling, course and program variety, academic advising, and financial aid. They are least enthusiastic about increasing or improving child care services, admissions requirements, the grading system, personal counseling, and on-campus housing. Fifteen percent of the respondents in 1984 checked the item which stated that "the school is already doing what it can to help"; 7 percent checked that item in 1981 in the more limited sample.

Neither the size (large-small) nor the type (semester-quarter) of campus exerted much influence on the strategies that students would recommend to improve their educational experiences. There was a slight tendency for students on small campuses to point out the need for a greater variety or number of academic programs. Otherwise, the greater economics of scale which presumably operate on larger campuses seemed to have little effect on the perceived need for increased social and academic services. Indeed, it was on the large campuses that students were most likely to suggest that more needed to be done in terms of monitoring and removing ineffective instructors and hiring effective ones. With these three relatively modest exceptions, CSU students exhibited few significant variations from the general responses to the 17 items, regardless of campus size and type.

Even the issues of class scheduling and on-campus housing failed to produce any meaningful differences; the same percentages cited scheduling as a problem on large and small campuses, and while 47 percent checked this item on semester campuses, only 3 percent more students checked it on quarter campuses. Despite the surface heterogeneity of campuses in the CSU system, it seems to play only a minor role in structuring student perceptions about a very wide range of possible campus reforms.

Perhaps the most interesting set of findings on campus reform recommendations resulted from student ethnicity. Here are some of the general patterns which emerged from data comparing the four major ethnic groups in the CSU:

- Asian students were slightly more likely than other ethnic minorities, and considerably more likely than Whites, to indicate the need for increased or improved services in tutoring, career guidance, and academic advising. They also placed more emphasis than all other students on the need for a greater number and variety of programs and courses and for improving instructional quality.

- All three items on financial aid received anywhere from ten to twenty percentage points more responses among Hispanics, Blacks, and Asians than among Whites. And although only 7 percent of Whites thought that services for personal counseling should be increased or improved, the percentage was 17 percent for Chicano students. In addition, 20 and 18 percents of Blacks and Asians, respectively, checked the item for on-campus housing compared to only 8 percent for Whites.

- With only one exception (removing ineffective instructors and hiring more effective ones), ethnic minorities were significantly more likely than Whites to point out the need for specific changes in campus policies and practices, whether academic, financial, or social. In general, Asian students cited a wider range of desired reforms than other ethnic groups, and usually in greater degrees.

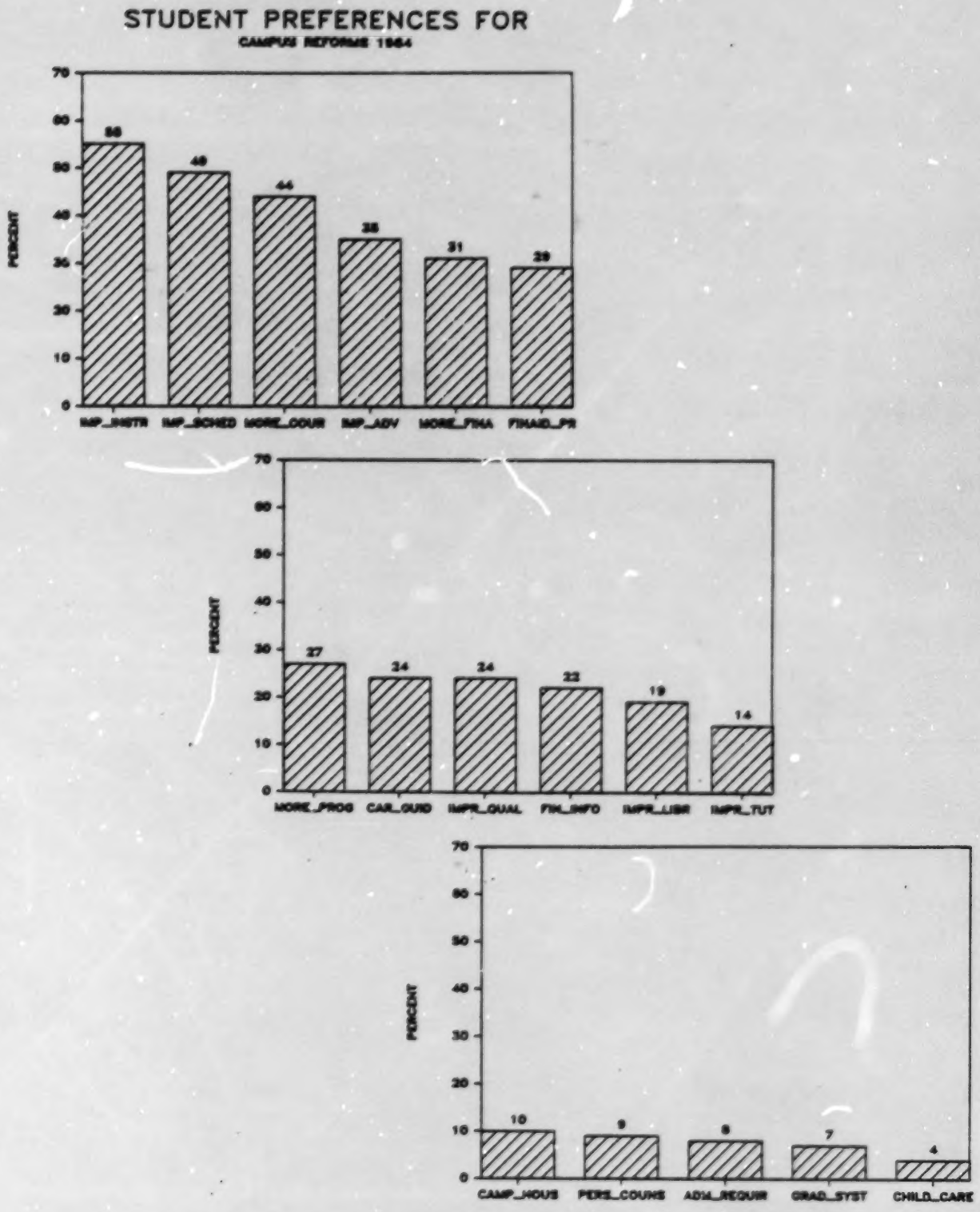
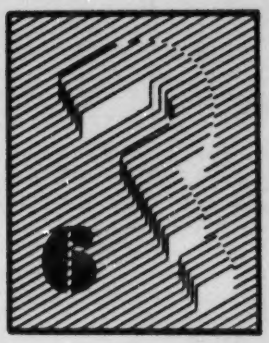

STUDENT PREFERENCES FOR
CAMPUS REFORMS 1984
PERCENT
0
10
20
30
40
50
60
70
55
49
44
35
31
29
IMP_INSTR
IMP_SCHED
MORE_COUR
IMP_ADV
MORE_FINA
FINAID_PR
27
24
24
22
19
14
MORE_PROG
CAR_GUID
IMPR_QUAL
FIN_INFO
IMPR_LISR
IMPR_TUT
10
9
8
7
4
CAMP_HOUS
PERS_COUNS
ADM_REQUIR
GRAD_SYST
CHILD_CARE

Figure 5.8



Conclusions and Recommendations

It is impossible to characterize, in any simple sense, the collective thinking of more than 300,000 students on 19 campuses. But it would be a mistake, too, to conclude that the CSU system is replete with diversity, uniqueness, and conflict. The scope of the 1981 and 1984 SNAPS data is such that some broad patterns can be identified. Accordingly, this section will:

- Identify and discuss the major general impressions that might be drawn based on the total evidence from two SNAPS surveys.
- Draw out the policy implications in the data for both campus and systemwide administrators.

GENERAL IMPRESSIONS

Student Change, 1981-84

With only a few exceptions, most of the questions asked on the 1981 SNAPS questionnaire were asked again in the 1984 survey. The obvious intent was to measure changes (if any) in student needs and priorities over the three-year period. The findings were remarkably similar across almost all issue areas — educational goals, instructional quality, support services, social life, campus obstacles and reforms. The rankings of importance and quality changed little, if any, across a wide spectrum of survey issues. Satisfaction levels, transfer plans, and a host of other items produced nearly identical percentage distributions between 1981 and 1984. In short, almost all of the major findings from the 1981 survey were reinforced in the latest study.

Perhaps the most compelling explanation for the apparent lack of change in student attitudes can be found in the structural configurations of the system itself. It is hardly surprising that "output" is largely a function of "input"; since system goals, policies, programs, priorities, etc., have changed little over the past three years, so too have the students admitted under those conditions. Continuity and stability in system characteristics produce similar patterns in student demography and attitudes. Unless the system or the culture generally change dramatically, there is little reason to expect that the nature of the student populations will do so.

Satisfaction Levels and Institutional Performance

The SNAPS data point time and again to a relatively "contented" student population: CSU students seem to have a very clear sense of what they want from their studies and what is important to achieving their goals. They persistently rate the quality of campus instructional programs, support services, and social life favorably. When given explicit opportunities to "blame" the institution or system for problems, they consistently are more likely to seek explanations in external conditions or in themselves. There is little hint in these data to suggest that CSU students generally are unhappy with their campuses, or that they would alter significantly the basic contours of the system itself. Practical issues of scheduling, parking, and career counseling appear to be of greater concern than broader issues related to institutional policies and academic reform.

Of course, much of the apparent contentment among CSU students might be traced to the culture as a whole; the discontented college generation of the 1960s was an aberration. There is a vast amount of research literature which suggests that college students tend to like what they are doing; if they do not like it, they tend to leave and therefore are not represented in surveys of this nature. In reality, student surveys tap a middle ground between the discontented who leave (although many leave

satisfied) and the extremely satisfied who made it through to graduation. In broad terms, satisfaction levels found among CSU students compare favorably with those found among other college students across the nation.

Campus Variations

The 19 campuses of The California State University manifest an enormous amount of surface heterogeneity in terms of physical size and appearance, student demography, degree programs, geographic locale, etc. A favorite theme of almost every campus is its "uniqueness" from the rest of the system. A common complaint among campus administrators is that system policies, budget formulas, and governance too rarely admit of variations in campus needs and concerns. In order to preserve individual campus anonymity, this report did not present data which identified specific campus variations from systemwide norms. The task of doing so, and of disseminating whatever findings seem appropriate, has been left to the discretion of individual campuses. It is entirely possible that important, and perhaps even dramatic, differences may be observed in the SNAPS data when examined on a campus-by-campus basis.

However, there are four important reasons to suspect that (at this stage at least) CSU campuses are more alike than they are different in terms of student perceptions, orientations, and attitudes. While heterogeneity is an apt description for many features of the system, it may apply in only a limited way to student goals, values, priorities, and needs. For example:

- The CSU system generally manifests relatively high degrees of centralization and standardization compared to many other multicampus systems.
- Systemwide findings from the 1981 survey were confirmed at the campus level far more often than they were challenged; the 1984 pattern is probably similar.
- Campus size per se seemed to play only a minor role (if any) in influencing student goals, needs, and priorities; students on small campuses tend to think very much like students on larger campuses in the system.
- There was no convincing evidence in the SNAPS data that either the semester or the quarter system was "superior." Student needs, problems, and evaluations seemed to bear little relationship to campus calendars.

CSU Students: Consensus and Conflict

The demographic heterogeneity of the CSU student population is beyond question. Yet, while the students often look very different (in terms of age, ethnicity, family background, life style), the inescapable conclusion in the SNAPS data is that they seldom think very differently about their education. Deep-seated conflicts among student subgroups is almost nowhere apparent. Rather, the picture of CSU students that emerges is one of a rather consensual, homogeneous population striving for roughly common goals and contending with roughly common problems. The significant subgroup variations by age, level, sex, major, family background, and enrollment and employment status that do appear in the data are both few in number and modest in degree.

There are two exceptions to the mostly consensual pattern that deserve mention. First, in 1981 and again in 1984, Asian students were consistently more critical of institutional programs and practices than students of other ethnic groups. Their relative discontent was both strong and pervasive and was especially pronounced on issues of an academic nature. And in contrast to Blacks and Hispanics, Asian students also tended to rate the quality of support services lower than Whites (see below). Second, in both lifestyle and attitudes, two rather distinct student populations are evident in these data. One consists of the younger, full-time student for whom academic, social, and support services are all very important. Another group consists of older, employed, part-time students whose lives revolve around family and work in addition to school. Issues of convenience and career considerations are paramount for this latter group, with social activities and support services constituting relatively minor concerns.

However, it would be a mistake to make too much even of these divisions. The largest percentage spread among subgroups rarely exceeded 15-20 points and usually was much less. There seems little doubt that the standardized admissions policies in the system serve as filters which selectively recruit and retain students within a narrow range of psychological orientations. Moderate, middle-class attitudes permeate the SNAPS data; there is little social or attitudinal evidence of either an elite sub-

culture or of 'marginal masses' among CSU students. In a system of mostly commuter students, even the sometimes familiar divisions of off-campus independents, Greeks, and dormitory populations are largely absent. To the extent that conflict is typical of students in the 1984 sample, it tends (as in 1981) to be more intra-psychic than social.

Asian Students

In both 1981 and 1984, Asians were the only student group who gave relatively low ratings to almost every facet of campus life — academic, social, and support services. In most instances, their negative evaluations were ten to twenty percentage points greater than those expressed by other ethnic groups. Instructional quality, advising, and faculty behavior generally elicited particularly negative responses from Asian students.

More detailed campus studies will be required in order to identify some of the underlying factors associated with this phenomenon. No doubt, the reasons are many and complex, but the following points of conjecture probably deserve empirical study:

- The relationship between Asian cultural norms and the propensity to demand or use institutional means of assistance.
- The relationship between family pressures (particularly academic expectations) and institutional dissatisfaction.
- The expectations of Asian students compared to other ethnic groups.
- The relationship between the special needs of Asian students and the availability of campus support services.
- Differences in perceptions and attitudes among Asian students themselves.

All of these points, together with many others, deserve close study. At least one very limited issue was addressed in the 1984 SNAPS questionnaire, and a few tentative findings did emerge. For example, students were asked to indicate their length of residency in the United States; for purposes of analysis, students with nine or more years were considered native Asian Americans, and those with fewer than nine years were treated as refugees or immigrants. The 1,360 Asian students in the sample were about evenly divided between these groups.

The most dramatic difference between the two groups occurred on the issue of degree of financial concern. Fully 45 percent of the recent arrivals professed to be "very" or "extremely" concerned about college financing compared to only 18 percent of the native Asians. Taken together, these findings may suggest that external problems (e.g., of a financial nature) create in turn certain academic hardships, all of which might get expressed in terms of institutional criticism. In any event, length of residence is only one factor which might contribute to a better understanding of the responses provided by Asian students.

Good News and Bad News

As suggested above, there is very little evidence of "bad news" in either the 1981 or 1984 SNAPS data. For the most part, students in the CSU have clearly defined life and educational goals, rate academic concerns far above anything else in their college experience; choose a campus for reasons of quality, cost, and convenience, and rarely plan to leave before completing their education. And while having to contend with persistent problems of finances, class scheduling, and external demands of job and family, students generally rate the quality of instructional programs, faculty, social life, and support services in very favorable terms.

However, one of the major advantages of having comparative survey data from two time periods is the ability to identify positive and negative attitudinal trends before they achieve behavioral expression. In this sense, surveys can be used as institutional performance indicators across time, alerting policy-makers, academic planners, faculty, and others to certain warning signals in the environment in time to effect reforms.

Clearly, the most persistent note of bad news in the 1984 survey was the rise in student concern over finances. While percentage responses on almost every other important issue were nearly identical between 1981 and 1984, these negative trends appeared:

- Ten percent fewer students cited "low cost" as a reason for attending a CSU campus in 1984 compared to 1981.

- In 1981, 30 percent of the sample identified financial problems as a major reason for leaving a CSU campus; in 1984 the percentage had increased to 44 percent.

But the good news is that the data actually are mixed on the issue of fees and student finances, and there are a couple of additional positive trends worth noting as well. For example, the degree of student concern about financing their education (about 25 percent) was no greater in 1984 than in 1981, when fees were lower. There was no consistent evidence, either, that higher fees had produced any measurable impact on enrollments (unit loads and FTES may actually have increased) or on attrition rates.

Two other positive findings that emerged concerned campus choice and retention. Compared to 1981, about 5 percent more students in 1984 said they choose to attend a CSU campus because of the general academic reputation of the institution; 4 percent more students reported following the advice of family and friends to attend a CSU campus; and degree program reputation increased 3 percent as a recruitment motive. The percentage of students with definite transfer plans was the same as in 1981 (about 8 percent), and the percentage of these students who planned to remain somewhere in the system appears to have increased by several points. Thus, it appears that students were slightly more likely to be attracted by the reputation of a CSU campus in 1984 and at least as likely to consider remaining in the system.

RECOMMENDATIONS

Future Surveys

After two full-scale administrations of the SNAPS survey three years apart, several lessons are apparent. First, since student needs and priorities seem to change slowly over time, it may not be necessary to repeat the survey every three years as originally planned; five years may be more appropriate, or as conditions warrant (e.g., following major internal or external changes in the system or in its environment, respectively). In the meantime, there is every reason to believe that the 1981 and 1984 findings represent solid, baseline information which characterizes (in a psychological sense) the CSU student population.

Second, the sampling methodology and data processing conventions used in 1984 are sound; there is little reason to change them.

Third, the questionnaire should undergo careful revision for the next SNAPS administration. The existing document has served its function well, but there is little more that can be learned from much of it. The new questionnaire should be constructed through extensive consultation with campus administrators and faculty. It should contain questions on topical as well as long-term issues and seek to learn still more about student family backgrounds (e.g., a question on maternal educational levels seems essential). However, the new instrument should definitely retain the most general and important questions from the first two administrations for comparative purposes.

Campus Research

The most immediate value of the SNAPS data resides in use of the individual campus files. Each of the participating campuses should prepare reports which compare its 1984 data to systemwide norms and which compare 1981 and 1984 data for the campus (where appropriate). It is important that such reports be conceptually critical and that they clearly define the broad policy implications inherent in the findings. Given the obvious value of such data, all 19 campuses in the system should be strongly encouraged to participate in future SNAPS administrations.

Campus researchers are urged to pay particular attention to the following uses of the SNAPS data:

- Improved understanding of dissatisfaction among Asian students.
- Analysis of student attitudes, needs, and priorities by discipline or major.
- More extensive analysis of the two variables related to socioeconomic status.
- Classroom instruction and professional research.
- Technical applications, such as the use of multivariate procedures and factor analysis.
- Comparison to other sources of survey and aggregate data.

Retention and Student Involvement

For many reasons, much of the enthusiasm of the late 1970s for new, massive, and costly retention programs has diminished in the CSU and elsewhere. The SNAPS data suggest rather convincingly that the students themselves rarely demand more support services or social activities. Indications are that students tend to be broadly satisfied, both with the amount and quality of such services already provided.

Instead, the dominant focus of student concern in these data is where it properly should be — on instruction and academic issues generally. If the system or individual campuses wish to improve student retention, it appears that the most effective routes are through sustained, long-term attention to the quality of faculty and academic programs. It is unlikely that yet another "quick fix" of additional support services will have any measurable impact on retention if instructional quality remains constant. In a very fundamental sense, students have identified the instructional program (along with cost and convenience) as one of the major reasons both for choosing and for remaining at a CSU campus.

Of course, there are practical limits to which retention rates (which are "average") can be increased in any case. Unless the system is prepared to increase admissions requirements significantly (i.e., to admit more academically able students), very little that is done at later stages of the educational pipeline will have much effect. The point is that if anything more is done in the name of greater student retention, it should be aimed specifically at the content and process of classroom instruction.

In a very fundamental sense, student emphasis on the importance of faculty and instructional quality speaks directly both to retention and to the learning process itself. For many years, research has shown that student involvement with the campus, faculty, other students, classroom instruction, and out-of-classroom activities significantly increases learning and retention rates. Such involvement may be physical (e.g., campus employment, housing), social (e.g., student organizations, faculty advising), or intellectual (e.g., personal instruction and active modes of learning).

A few campuses in the CSU have been able to actively promote more than one type of student involvement. However, in a mostly commuter system with large percentages of nontraditional students, the first two types of involvement usually are difficult to achieve. Moreover, students on most campuses in the SNAPS samples seem far less interested in them than in the involvement which stems primarily from intellectual stimulation in the classroom itself. One note of concern was the 7.5 percent decline in the quality of faculty accessibility between 1981 and 1984.

Accordingly, the recommendations contained in the report of the study group on the *Conditions of Excellence in American Higher Education* are instructive in this context. The authors note that the majority of students today attend college under conditions that render either the quantity or the quality of active involvement difficult. They note that campus bureaucracy, student commuter and part-time statuses, and classroom instructional modes (mostly lecture) all tend to produce a certain social and intellectual passivity among students. Boredom and student attrition often follow.

The report offers seven general recommendations designed to increase or improve student involvement, which in turn will promote greater learning and enhance retention. A couple of the recommendations, in particular, seemed both to echo the single greatest concern expressed by students in the SNAPS project, as well as offer a practical retention strategy that a system such as the CSU might find beneficial.

Specifically, the report argued that a) faculty should make greater use of active modes of teaching and that b) learning technologies should be designed to increase, and not reduce, the amount of personal contact between students and faculty on intellectual issues. Instructional quality, intellectual stimulation, faculty accessibility and interaction, and academic variety are the dominant themes of the SNAPS surveys. To the extent that more active student involvement in the learning process (inside and outside the classroom) will satisfy such needs, it should become a major system priority.

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802
(213) 590-5708

Code: AA 83-27

Date: November 16, 1983

Reply requested by:
December 9, 1983

To: Presidents

From: William Vandament
Acting Provost and Vice Chancellor
Academic Affairs

Subject: Student Needs and Priorities Survey

In Spring 1981, the Student Needs and Priorities Survey (SNAPS) was administered on 12 CSU campuses: Bakersfield, Dominguez Hills, Fresno, Fullerton, Humboldt, Los Angeles, Northridge, Pomona, Sacramento, San Bernardino, San Francisco, and Sonoma. Three additional campuses, Hayward, San Diego and San Luis Obispo, conducted the survey in Spring 1983.

Campus data from the 1981 survey were analyzed by participating campuses and provided valuable information on student characteristics, life goals, educational priorities, and levels of satisfaction with the academic and social experiences on the campuses. The survey also identified obstacles which students indicated as impeding educational progress and provided information useful in addressing student retention.

A summary of the aggregate data (enclosed) published in May 1982 received considerable attention from the Board of Trustees, the Chancellor's Executive Council, the Statewide Academic Senate and the California State Student Association.

Plans are currently underway to administer the Student Needs and Priorities Survey (SNAPS) again in Spring 1984. The 1984 survey will be even more valuable than the 1981 survey because it will provide information about changes in student needs and priorities.

(more)

Distribution:
Vice President, Academic Affairs
Vice President, Administration
Dean of Students
Chancellor's Office Staff

Certainly the dramatic increase in student fees and reduction in the level of State support in the intervening years has affected all our campuses. The survey is perhaps the best objective means we have of documenting the effect of these changes on students.

Timelines for the survey have been established in order to ensure campus access to data about their spring 1984 students in time for use in planning for the fall term and to provide information to be used in preparing for '85-86 system budget requests. The survey will be administered during late February and the month of March. Campus data will be available for analysis by participating campuses in early May. A report on systemwide data will be published in August 1984, with a presentation to the Board of Trustees tentatively scheduled for September.

I strongly encourage your participation in the survey as one means of acquiring current and accurate information on the needs of students. As you review programs and allocate resources on your campus, such information can prove extremely helpful in your efforts to ensure the highest quality of education for the citizens of this State.

Please complete the attached form and return to Dr. Philip Johnston, Coordinator of the SNAPS-84 Project. Responses should be received no later than Friday, December 9.

WV/ms

Attachments

AA 83-27
November 16, 1983

Student Needs and Priorities Survey

1984

The Student Needs and Priorities Survey (SNAPS-84) will be administered in selected classes on CSU campuses during winter quarter/spring semester, 1984.

Campuses participating in the survey should identify a Survey Coordinator whose responsibilities include: (1) participation in a one day coordinator's workshop; (2) coordination of survey administration on campus; and (3) the preparation of a report on the campus' SNAPS-84 profile and comparison with SNAPS-81. The campus coordinator should be experienced in both survey research and analysis in order that campus data may be gathered and utilized most efficiently to assist in campus planning.

Funds for student assistants required for the administration of the survey will be provided by the Chancellor's Office.

Please complete the attached form by December 9, 1983 and forward to:

Dr. Philip Johnston
Project Coordinator; SNAPS-84
The California State University
400 Golden Shore, Suite 110
Long Beach, California 90802

Campus_____
(will) (will not) participate in SNAPS-84

(Participating campuses only): The SNAPS-84 Coordinator for this campus is:

Name:_____

Title:_____

Department:_____

Telephone:_____

_____
(authorized signature)

_____
(title)

Date:_____

Appendix B

CALIFORNIA STATE UNIVERSITY
STUDENT NEEDS AND PRIORITIES SURVEY

This survey is administered periodically on CSU campuses for the purpose of identifying the changing needs of our students. Your cooperation in completing the questionnaire will help to improve the educational environment of this campus for you and your fellow students. Your responses to this questionnaire are strictly confidential and the data will be used for research purposes only. Thank you for helping to make this campus a better educational institution.

MARKING INSTRUCTIONS:

1) **Fill the circle completely for the item which best reflects your experience, opinion or feelings.**
2) **Your response to each question is essential to the success of this study.**
3) **USE NO. 2 PENCIL ONLY. Thank you for your cooperation.**

QUESTION 1. In living your life, how important do you consider each of the following?

	Very Important	Important	Somewhat Important	Not Very Important	Not Important At All
An opportunity to use my special abilities and aptitudes	①	②	③	④	⑤
A chance to earn a great deal of money	①	②	③	④	⑤
An opportunity to be creative and original	①	②	③	④	⑤
Social status and prestige	①	②	③	④	⑤
An opportunity to work with people rather than things	①	②	③	④	⑤
A chance to exercise leadership	①	②	③	④	⑤
Adventure	①	②	③	④	⑤
An opportunity to be helpful to others	①	②	③	④	⑤

QUESTION 2. All of us have different reasons for pursuing a college education and these reasons have varying degrees of priority at different times in our academic careers. Please rank the top 2 priorities in your academic career at this time.

	1st PRIORITY	2nd PRIORITY
AESTHETIC/CULTURAL AWARENESS: the development of an appreciation and understanding of the art, music, drama, literature and culture of your own as well as other cultures	①	②
INTELLECTUAL GROWTH/STIMULATION: the pursuit of knowledge for its own sake, and the exchange of ideas whether in a particular field or several that interest you	①	②
CAREER PREPARATION/JOB ENHANCEMENT: the development of or increase in your knowledge and capabilities in a particular professional or vocational area	①	②
PERSONAL GROWTH/SELF UNDERSTANDING: the development of your own life philosophy and an expanded understanding and acceptance of yourself as a person	①	②
SOCIAL GROWTH/UNDERSTANDING: an increase in your awareness and understanding of other persons and the development of personal relationships	①	②

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QUESTION 3. Please rate the importance of each of the following factors in influencing your decision to attend this particular college/university.

	Very Important	Important	Somewhat Important	Not Very Important	Not Important At All
Close to home	①	②	③	④	⑤
Close to work	①	②	③	④	⑤
Low cost	①	②	③	④	⑤
Overall appearance of campus	①	②	③	④	⑤
Size of campus population	①	②	③	④	⑤
Age of student body	①	②	③	④	⑤
General academic reputation of school	①	②	③	④	⑤
Chance to leave home	①	②	③	④	⑤
Academic reputation of a particular field or major	①	②	③	④	⑤
Opportunity to work or maintain job while attending school	①	②	③	④	⑤
Availability of a particular major or academic program	①	②	③	④	⑤
Convenient public transportation to the school	①	②	③	④	⑤
City or geographic setting where campus is located	①	②	③	④	⑤
On-campus residences	①	②	③	④	⑤
Availability of on-campus child care services	①	②	③	④	⑤
Reputation of athletic programs	①	②	③	④	⑤
Ethnic composition of the student body	①	②	③	④	⑤
Recommendations from friends or family members	①	②	③	④	⑤

QUESTION 4. Including the present term, how many terms have you been enrolled at this campus?

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨+

QUESTION 5. How many units are you taking this term? For example, if you are taking six units,

code

0	● ① ②
6	⓪ ① ② ③ ④ ⑤ ● ⑦ ⑧ ⑨

	⓪ ① ③
	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

QUESTION 6. Many diverse factors play a part in helping us achieve our educational goals. ON THE LEFT, please rate the importance of the factors below in terms of their importance for your education. ON THE RIGHT, rate the quality of those factors as they exist on your campus.

IMPORTANCE FOR YOUR EDUCATION						QUALITY ON YOUR CAMPUS					
Very Important	Important	Somewhat Important	Not very Important	Not Important At All		Excellent	Good	Fair	Poor	Very Poor	Don't Know
1	2	3	4	5	Recreational programs, facilities and activities	1	2	3	4	5	6
1	2	3	4	5	Intellectual stimulation from other students	1	2	3	4	5	6
1	2	3	4	5	Availability of computer facilities	1	2	3	4	5	6
1	2	3	4	5	Helpful and responsive office personnel	1	2	3	4	5	6
1	2	3	4	5	Tutoring/basic skills services	1	2	3	4	5	6
1	2	3	4	5	Social and cultural activities and facilities	1	2	3	4	5	6
1	2	3	4	5	Availability of parking	1	2	3	4	5	6
1	2	3	4	5	Academic advising	1	2	3	4	5	6
1	2	3	4	5	Fairness and appropriateness of testing and grading	1	2	3	4	5	6
1	2	3	4	5	Intercollegiate athletic programs	1	2	3	4	5	6
1	2	3	4	5	Quality of instruction	1	2	3	4	5	6
1	2	3	4	5	Availability of career guidance from faculty	1	2	3	4	5	6
1	2	3	4	5	Accessibility of faculty	1	2	3	4	5	6
1	2	3	4	5	Intellectual stimulation from faculty	1	2	3	4	5	6
1	2	3	4	5	Availability of career contacts through faculty and alumni	1	2	3	4	5	6
1	2	3	4	5	Library	1	2	3	4	5	6
1	2	3	4	5	Career guidance from Career Planning Office	1	2	3	4	5	6
1	2	3	4	5	Content of courses offered	1	2	3	4	5	6
1	2	3	4	5	Adequate campus information	1	2	3	4	5	6
1	2	3	4	5	Responsive Administration	1	2	3	4	5	6
1	2	3	4	5	Opportunity to make friends and improve social life	1	2	3	4	5	6
1	2	3	4	5	Convenience of course scheduling	1	2	3	4	5	6
1	2	3	4	5	Availability of Financial Aid	1	2	3	4	5	6
1	2	3	4	5	Variety of courses offered	1	2	3	4	5	6
1	2	3	4	5	Personal counseling	1	2	3	4	5	6
1	2	3	4	5	Opportunity to appeal rules and decisions	1	2	3	4	5	6

QUESTION 7. IF you rate the **QUALITY OF INSTRUCTION** on your campus as **FAIR, POOR,** or **VERY POOR,** what are the reasons? (Select 2 in order of importance)
IF you rate **QUALITY OF INSTRUCTION** as **EXCELLENT** or **GOOD,** skip this question.

	1st CHOICE	2nd CHOICE
Instructors show lack of interest or enthusiasm for teaching	1	2
Instructors are unable to communicate subject matter	1	2
Instructors seem unqualified or show poor command of subjects	1	2
Instructors are inconsistent in testing and grading, give unclear assignments	1	2
Racial or sex bias shown by instructors	1	2
Courses lack depth	1	2
Academic standards are low	1	2
Courses do not cover material	1	2
Courses are geared to the lowest level students	1	2

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QUESTION 8. IF you rate **ACADEMIC ADVISING** on your campus as **FAIR, POOR,** or **VERY POOR,** what are the reasons? (Select 2 in order of importance) IF you rate **ACADEMIC ADVISING** as **EXCELLENT** or **GOOD,** skip this question.

	1st CHOICE	2nd CHOICE
Advisors are unavailable when needed	1	2
Advisors are poorly informed about academic programs and requirements	1	2
Advisors show a lack of concern or interest for students' needs	1	2
Advisors give incorrect recommendations to students	1	2
Advisement is not coordinated among advisors, departments, and administrative offices on campus	1	2

QUESTION 9. Which **ONE** of the following presents the greatest obstacle to reaching your educational goals?

(MARK ONLY 1)

- ○ **Campus-related factors** (such as course variety, scheduling, instructors, support services, etc.)
- ○ **External factors** (such as family obligations, job, finances, personal problem, etc.)
- ○ **I do not see any obstacles to completing my education.**

QUESTION 10. What could the campus do more effectively to help you reach your educational goals?

(MARK AS MANY AS APPLY)

- ○ The school is already doing what it can to help
- ○ Increase/improve tutoring services
- ○ Provide more/better career guidance
- ○ Improve library services
- ○ Provide more/better on-campus child care services
- ○ Increase/improve personal counseling (psychological)
- ○ Provide (more) on-campus housing
- ○ Provide more/better academic advising
- ○ Increase/improve information about financial aid
- ○ Increase/improve the availability of financial aid
- ○ Make financial aid processing easier
- ○ Schedule courses more conveniently
- ○ Offer a greater variety/number of academic programs
- ○ Offer a greater variety/number of courses
- ○ Improve the quality of the academic programs/courses
- ○ Change the admissions requirements to the school or a specific program
- ○ Change the grading system
- ○ Monitor/remove ineffective instructors, hire effective ones.

QUESTION 11. Are you concerned about financing your college education?

(MARK ONLY 1)

- ○ **NO,** I will have sufficient funds
- ○ **YES,** somewhat concerned. But, I will probably have enough funds to continue.
- ○ **YES,** very concerned. I may not have enough funds to continue.
- ○ **YES,** extremely concerned. I will not have funds to continue.

QUESTION 12. Based on the number of academic units already completed at this time, what is your present class level in college?

(MARK ONLY 1)

- ○ **Freshman** (0-44 quarter units) (0-29 semester units)
- ○ **Sophomore** (45-89 quarter units) (30-59 semester units)
- ○ **Junior** (90-134 quarter units) (60-89 semester units)
- ○ **Senior** (135+ quarter units) (90+ semester units)
- ○ **Graduate, Postbaccalaureate**

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QUESTION 13.

	Before 8 AM	Between 8-10 AM	Between 10-Noon	Between 12-2 PM	Between 2-4 PM	Between 4-6 PM	Between 6-8 PM	Between 8-10 PM
When do you take the majority of your classes?	①	②	③	④	⑤	⑥	⑦	⑧
IF ACTUAL CLASS TIMES OVERLAP THESE TIME BLOCKS, MARK AS MANY AS APPLY								
Of the times when it is possible for you to attend, When do you prefer to take the majority of your classes?	①	②	③	④	⑤	⑥	⑦	⑧
MARK AS MANY AS APPLY								

QUESTION 14. What is your overall grade point average for the college work you have completed at this institution?

- ○ At or below 1.9
- ○ 2.0 to 2.4
- ○ 2.5 to 2.9
- ○ 3.0 to 3.4
- ○ 3.5 to 4.0
- ○ Not applicable: I am a new student here

QUESTION 15. What factor(s) determine the number of units you take per quarter/semester?

(MARK AS MANY AS APPLY)

- ○ the recommendations of my advisor
- ○ the times that courses are scheduled
- ○ whether courses required for my academic program are offered or not
- ○ the demands of my work/job schedule
- ○ the amount of money I have available to spend on education
- ○ the number of units I can take and still get good grades
- ○ the time demands or needs of my family
- ○ the number of units required to keep my financial aid (V.A., loan, grant, scholarship, etc.)
- ○ the number of units I need to graduate by a certain time
- ○ nothing in particular, I take whatever I find interesting

QUESTION 16. How many years have you lived in the United States?

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

QUESTION 17. What was the highest level of education attained by your father or head of household?

- ○ Grade School
- ○ High School
- ○ Some College
- ○ Bachelor's Degree
- ○ Graduate Study
- ○ Graduate or Professional Degree

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QUESTION 18. What is your highest degree objective at this college/university and your highest degree objective overall?

A. At this university:

(MARK ONLY 1)

- ○ None, I am just taking classes
- ○ Bachelor's Degree
- ○ Master's Degree
- ○ Ph.D. or Ed.D.
- ○ Other (such as a teaching credential or certificate)
- ○ Undecided

B. Overall:

(MARK ONLY 1)

- ○ Non
- ○ Bachelor's Degree
- ○ Master's Degree
- ○ Ph.D. or Ed.D.
- ○ M.D., D.D.S., J.D. etc.
- ○ Other (such as a teaching credential or certificate)
- ○ Undecided

QUESTION 19. Do you plan to transfer to another college or university to continue your education before graduation from your current degree program?

(MARK ONLY 1)

- ○ Yes
- ○ No
- ○ Possibly

QUESTION 20. IF you answered **YES** to Question 19, where do you plan to transfer and what is your reason? IF you answered **NO** or **POSSIBLY** to Question 19, skip this question.

- ○ University of California
- ○ Other CSU campus
- ○ Community College
- ○ Private (In-State)
- ○ Out-of-State
- ○ Other

Reason: (MARK ONLY 1)

- ○ To obtain an advanced degree (M.A., Ph.D., M.D., etc.)
- ○ To obtain a degree in or participate in a program or classes not available at current school
- ○ To attend a "better" school (reputation/prestige of specific programs or school as a whole)
- ○ Other institution has "more" to offer (variety of courses/programs, support services, etc.)
- ○ Relocation to another area because of job, marriage, etc.
- ○ Other institution is closer to home or work
- ○ Desire for change (social, academic, environmental)

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QUESTION 21. In your opinion, what are the **MAIN** reasons students on this campus drop out of school?

(MARK NO MORE THAN 2 RESPONSES)

- ○ Lack of interest, motivation, goals
- ○ Financial problems (need to support self/family)
- ○ Time conflicts, demands of work/job or family
- ○ Shortcoming of the academic program (variety/ availability/quality of courses/programs, poor instructors)
- ○ Shortcomings of the institution (support services, social activities, facilities, parking, etc.)
- ○ Emotionally unprepared to cope with the demands of college
- ○ Academically unprepared to do college-level work
- ○ Personal or family problems
- ○ Poor academic performance, bad grades
- ○ Transportation problems, distance to school, location
- ○ Geographic location of the campus
- ○ Education unnecessary or unrelated to life goals or job success
- ○ "Burn-out"

QUESTION 22. How old were you on your last birthday?

AGE	⓪①②③④⑤⑥⑦⑧⑨
	⓪①②③④⑤⑥⑦⑧⑨

QUESTION 23. What is your gender?

○ Female ○ Male

QUESTION 24. What is your racial or ethnic group? **(MARK ONLY 1)**

- ○ American Indian
- ○ Black, Non-Hispanic
- ○ Chicano, Mexican-American
- ○ Other Hispanic
- ○ Asian
- ○ Pacific Islander
- ○ White, Non-Hispanic
- ○ Filipino

QUESTION 25. What is your present marital status? **(MARK ONLY 1)**

- ○ Married
- ○ Single, never married
- ○ Divorced/Separated
- ○ Widowed

QUESTION 26. How many persons are you financially responsible for? **(MARK ONLY 1)**

- ○ None, (parental or other support)
- ○ Myself only
- ○ Myself and one dependent
- ○ Myself and two dependents
- ○ Myself and three dependents
- ○ Myself and four dependents
- ○ Myself and five dependents
- ○ Myself and more than five dependents

QUESTION 27. Approximately how many hours a week are you currently employed?

	⓪①②③④⑤⑥⑦⑧⑨
	⓪①②③④⑤⑥⑦⑧⑨

QUESTION 28. How have increases in California State University student fees affected you?
(MARK 1 RESPONSE IN EACH AREA)

FINANCIAL AID	UNIT LOAD	CONTINUING ENROLLMENT
○ I have increased my earnings to cover added costs	○ I am taking fewer units per term to reduce the costs	○ I may have to drop out of school for a while
○ I have applied for financial aid	○ I am taking more units per term to finish school earlier	○ I will have to drop out of school
○ I have received an increase in financial aid	○ The number of units I take per term has not been affected by the higher costs	○ The higher costs will probably not affect my attendance

QUESTION 29. What is your major?

(Write in this box only)

If **undeclared**, fill in this circle ○

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QUESTION 30. What was the main occupation of your father (or head of household) while you were growing up?

(write in this box only)

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QUESTION 31. Please mark the one response that comes closest to your feeling about the following statement:

"I am pleased with my overall experience on this campus"

○ Strongly Agree ○ Agree ○ Undecided ○ Disagree ○ Strongly Disagree

QUESTION 32. To facilitate possible follow-up surveys on programs and services identified in this questionnaire, please provide your Social Security Number. Remember, your responses to this questionnaire will be held in strictest confidence.

SOCIAL SECURITY NUMBER

EXAMPLE

9	8	7-6	5-4	3	2	1
0	0	0	0	0	0	0
1	1	1	1	1	1	●
2	2	2	2	2	●	2
3	3	3	3	●	3	3
4	4	4	●	4	4	4
5	5	5	●	5	5	5
6	6	6	●	6	6	6
7	7	●	7	7	7	7
8	●	8	8	8	8	8
●	9	9	9	9	9	9

THANK YOU FOR YOUR COOPERATION

DO NOT MARK HERE

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